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IDENTIFIERS *Food Production; Recipes (Food)

ABSTRACT

These 17 teacher modules are part of a curriculum dealing with food management, production, and services that was developed for use in secondary and postsecondary vocational programs in Tennessee. Covered in the individual modules are food service careers, math skills, reading and converting recipes, work simplification, self-development, communication skills, personal grooming, job procurement skills, fire safety, first aid, food handling, cleaning and sanitation, housekeeping, large and small equipment, and utensils and tools. Each module contains the following components: a cover page that indicates the module name and competency area; a competency statement; a list of tasks addressed in the unit; specific student performance standards; performance objectives and enabling objectives; individual, group, and enrichment process sheets; a pretest; a student guide sheet; information sheets; worksheets; a posttest; a final checkout performance evaluation; a worksheet and evaluation key; and a list of resource items. (MN)

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Food Service Worker

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Instructructional Modules for Food Management, Production and Services

Modules 1-17
COMPETENCY BASED CURRICULUM

JUNE 1981

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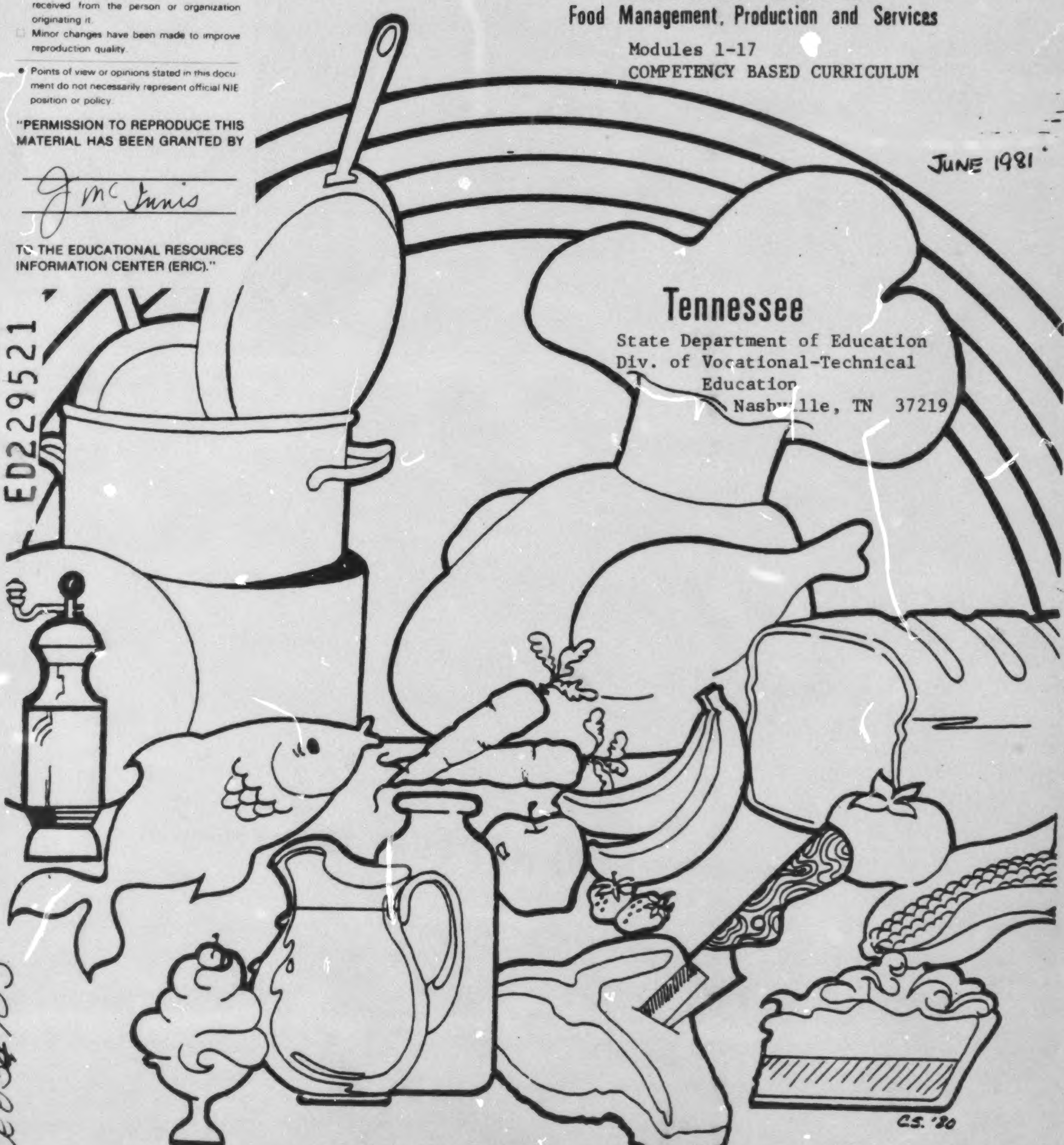

Tennessee

State Department of Education
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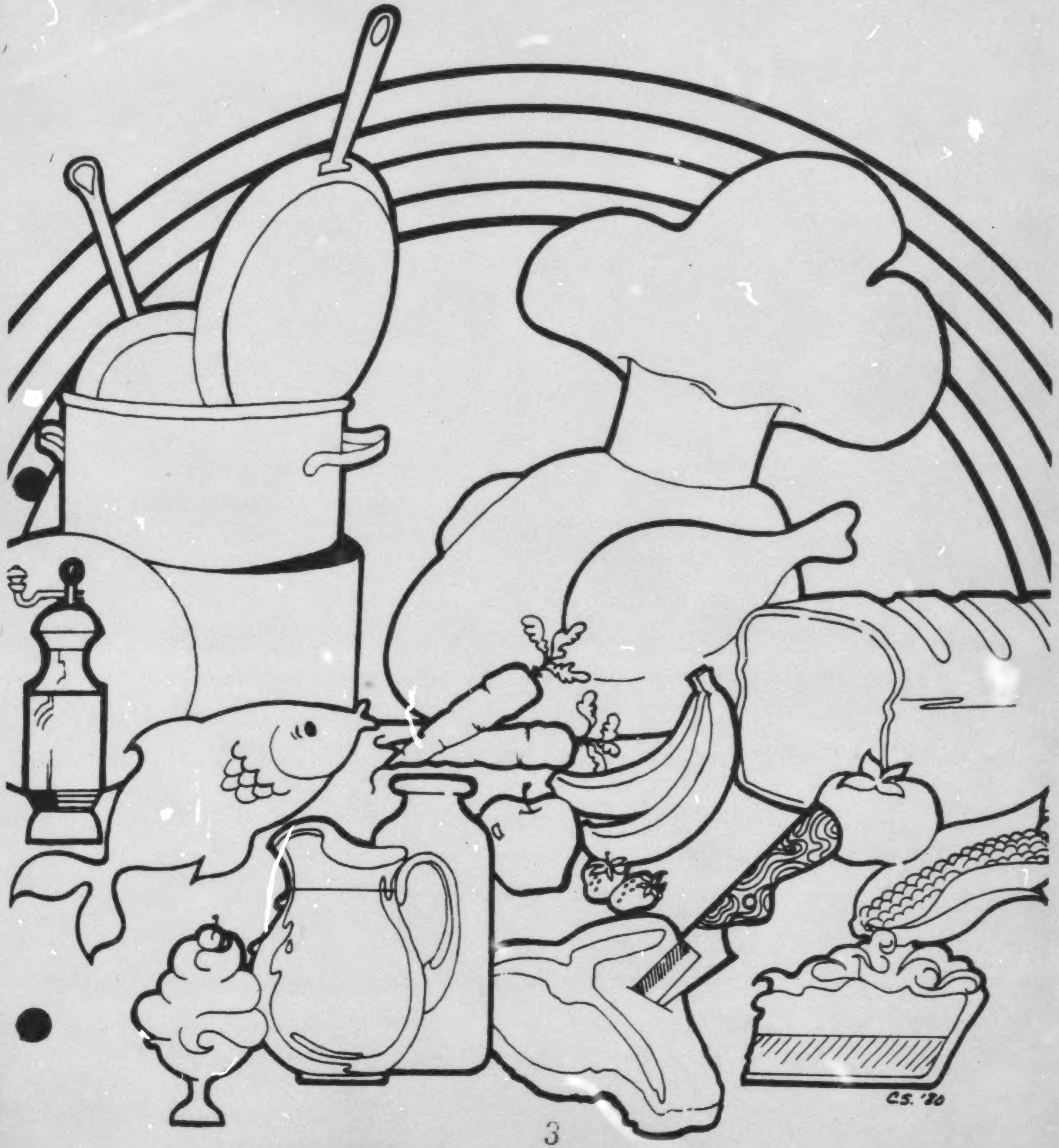
CE034703

Food Service Worker

MODULE 1: ORIENTATION TO FOOD SERVICE



ORIENTATION TO FOOD SERVICE

Competence Area: A. Basic Skills

Competency Statement: 1.00 Evaluate Job Opportunities

			Level
Tasks:	.01	Identify types of food service operations	Basic
	.02	Identify food service job titles, duties, and requirements	Basic
	.03	Identify future trends in food service	Basic

Specific Student Performance

Given a description of duties for various food service job titles, the student will select and evaluate three job titles as possible career choices in accordance with his/her abilities and personality.

Prerequisites: None

Food Service Industry

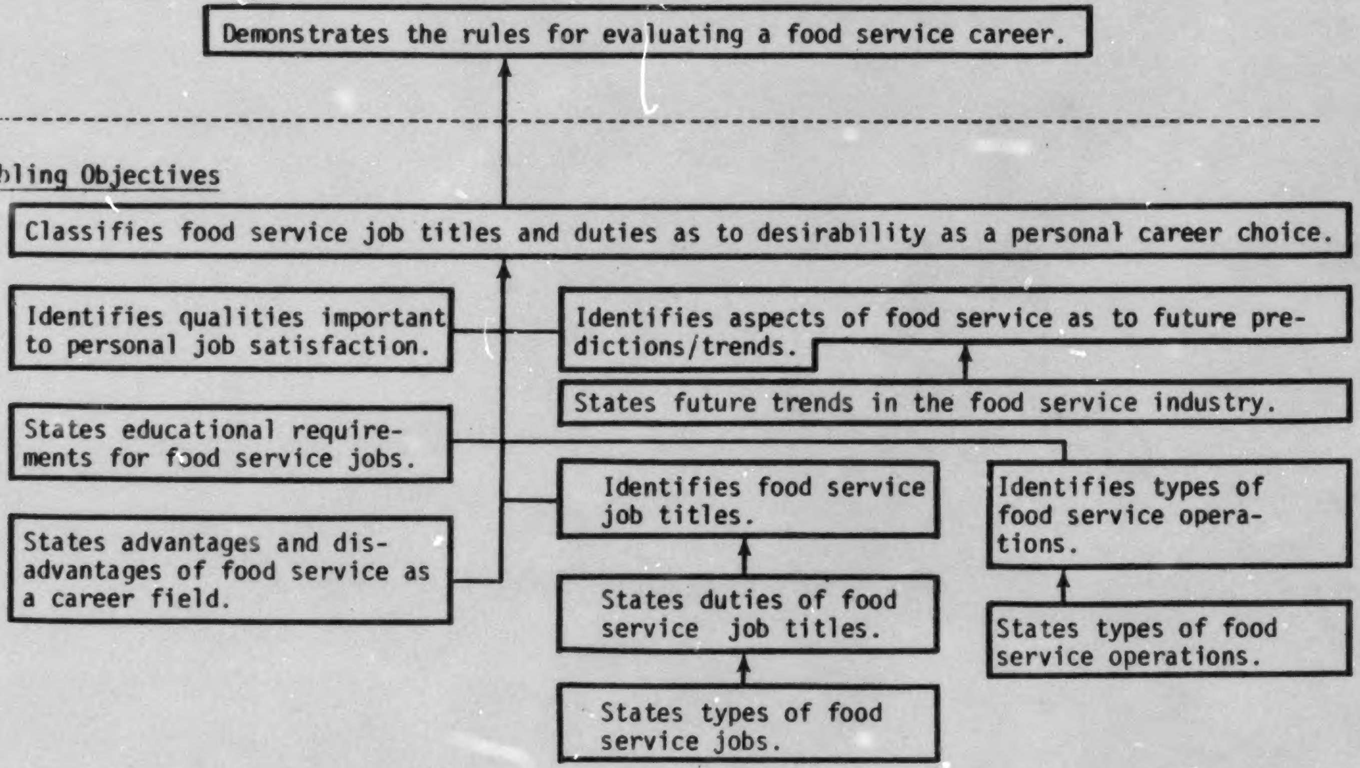
(1) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given a description of duties for various food service job titles, the student will select and evaluate three job titles as possible career choices in accordance with his/her abilities and personality.

Performance Objective



Demonstrates the rules for evaluating a food service career.

Enabling Objectives

Classifies food service job titles and duties as to desirability as a personal career choice.

Identifies qualities important to personal job satisfaction.

Identifies aspects of food service as to future predictions/trends.

States future trends in the food service industry.

States educational requirements for food service jobs.

Identifies food service job titles.

Identifies types of food service operations.

States advantages and disadvantages of food service as a career field.

States duties of food service job titles.

States types of food service operations.

States types of food service jobs.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheets #2 and #3.
7. Complete worksheet #2. Consumable.
8. Complete activities #1 and #2.
9. Request post-test from instructor - complete. Consumable.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct each student to complete pre-test.
2. Brainstorm reasons for entering the food service field.
3. Direct each student to read information sheet #1.
4. Divide the class into small groups, assigning a different food service job title to each group. Have the groups brainstorm and list the duties for each job. Discuss as a class.
5. Direct each student to complete worksheet #1. Collect and evaluate.
6. Use information sheet #2 as a transparency to discuss advancement and the advantages and disadvantages of a food service career.
7. Use "Educational Needs/Requirements for a Food Service Job" as a transparency. Let the students decide the educational level.
8. Use "Future Trends" as a transparency to discuss the future of the food service industry.
9. Direct each student to complete worksheet #1. Discuss.
10. Direct each student to complete activities #1 and #2.
11. Direct each student to complete post-test. Collect and evaluate.
12. Have students request, when ready, the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Food Service Careers, 1979 edition.

PROCESS SHEET (Continued)

b. Exploring Professional Cooking, 1980 edition.
c. Preparing for a Home Economics Career, 1979 edition.
d. Exploring Careers in Hospitality and Food Service, McKnight Co.
e. Food Service Career Education Book Set, (18-book series), Cahner Books.

II. Audio-Visual Aids

Filmstrips - Foods And Nutrition
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)
- Food Services: An Occupational Outlook
- Making It In Food Service
(From Career Aids, 8950 Lurline Ave, Dept V14, Chatsworth, CA 91311)
- My Career Series
(From Restaurant-Hotel Learning Aids, 5050 Excelsior Blvd., Minneapolis, MN 55416)
- Food Service: A Career To Consider
(From Plastican Corp., Butler, NJ 07405)
- New Horizons in Food Service Careers
(From NRA)

III. Activities

1. Invite a group of employers to discuss the food service industry.

2. View and discuss transparency, "Hospitality Education Career Tree." (See resource item).

CONSUMABLE

PRE-TEST

Orientation To Food Service

I. What does the phrase food service operation mean?

II. Circle the letter of the correct answer:

1. Jobs in "front of the house" include
   a. manager, host/hostess, waiter/waitress, and busperson
   b. chef, cook, fry cook, food checker, and salad maker
   c. dishwasher, bartender, purchasing agent, and head waiter

2. The duties of a cook include
   a. ordering equipment and purchasing supplies
   b. developing new recipes and supervising product delivery
   c. supervising production of food items

3. The duties of a dishwasher include
   a. cleaning pots and pans
   b. preparing all breads, rolls, and muffins
   c. keeping glasses, silverware and plates clean

4. The fastest way to be promoted in a food service career is to
   a. push people around
   b. work hard and steady
   c. keep changing jobs

5. The 1980's will bring
   a. a change from fast food back to home-cooked
   b. fewer red meats and smaller portions
   c. a larger increase in steak houses

III. Match the words in Column A with the correct definition in Column B. Write your answers in the blanks provided.

Column A

_____ 1. "front of house"
_____ 2. commercial foods operation
_____ 3. "back of house"
_____ 4. institutional foods operation

Column B

A. Areas in a food service operation seen by the customer.
B. An operation which does not sell for profit.
C. Operations related to the same end product.
D. Areas in food service operations not seen by the customer.
E. An operation which sells for profit.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read information sheet #1.
3. Complete worksheet #1.
4. Read information sheets #2 and #3.
5. Complete worksheet #2.
6. Complete activities #1 and #2.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. "Back Of The House" - Areas in a food service operation which the customer does not see.

2. Commercial Foods Operation - A food service operation which prepares and sells food for profit.

3. "Front Of The House" - Areas in a food service operation which the customer sees.

4. Industry - Companies/businesses/operations which are all related to the same end product (for example, food service industry or clothing industry).

5. Institutional Foods Operation - A food service operation which prepares food for specific clients/customers as a service, not for profit.

(1) T.6
S.2

#1 INFORMATION SHEET

Why choose a career in food service?

A food service career gives you the opportunity to serve people and still receive excellent pay. Fast food restaurants, especially, offer the beginner an acceptable salary and place for training.

Food service offers equal job opportunities for both men and women. It provides on-the-job training for present positions and opens up future positions. A future in food service has many challenges. As the industry continues to grow, new job opportunities will open up with new employee roles and attitudes. But the real challenge in all areas of food service is the end product -- happy customers!

Types of Food Service Operations

When you think of "food service" operations, what first comes into your mind? The school cafeteria? There are various kinds of food service operations besides the school cafeteria. The food service industry is made up of not only commercial eating and drinking establishments, but also other businesses and institutions (including drug stores, department stores, clubs, airlines, camps, hotels, factories, hospitals) that serve food. Any place that serves food is a food service operation.

(1) T.7
S.3

Types Of Food Service Jobs

All food service operations have two working areas. These two areas are most often called "the front of the house" and "the back of the house." The front of the house is like a stage in a theater. It is the part the public sees. The back of the house is like the area behind the scenes. It is not seen by the public.

Jobs in "front of the house" include: manager, host/hostess, waiter/waitress, busperson, headwaiter, cashier, bartender, etc.

Jobs in "back of the house" include: chef, second cook, fry cook, vegetable cook, steward, pastry chef, kitchen steward, cook's helper, salad maker, baker's helper, dishwasher, potwasher, purchasing agent, etc.

Duties of Food Service Employees

Food Service Manager:

- Supervises food preparation and service employees
- Orders equipment
- Checks on food cost
- Trains new employees
- Supervises kitchen and service area
- Plans and writes menus
- Makes out work schedules

Chef:

- Develops new recipes
- Trains other food preparation workers
- Supervises product delivery
- Makes sure that all food served meets standards of establishment

Cook:

- Supervises production of standard and special food items
- Completes pre-preparation and preparation of all foods to be cooked and served.

(1) T.3
S.4

INFORMATION SHEET #1 (Continued)

Fry Cook:

-Does deep-fat frying
-Prepares eggs, fritters, omelettes, pancakes, and all fried items

Cook's Helper:

-Assists all cooks in preparing and serving foods

Salad Maker:

-Prepares all salads (tossed, gelatin, etc.)
-Makes sandwiches as orders come in
-Prepares fillings and dressings

Baker:

-Supervises production of all breads, rolls, etc., as required by menu

Baker's Helper:

-Assists baker in preparation of breads and pastries

Dishwasher:

-Keeps glasses, silverware, and plates clean

Potwasher:

-Cleans pots and pans

Purchasing Agent:

-Orders food
-Receives and inspects food
-Stores food
-Distributes food as needed

Host/Hostess:

-Supervises dining room
-Welcomes and seats guests
-Offers a pleasant good-bye as guests leave
-Handles guests' complaints

(1) T.9
S.5

Waiter/Waitress:

- Helps to set up tables
- Takes orders
- Assembles meals
- Serves meals
- Presents the guest with the check
- Performs closing duties

Busperson:

- Assists the waiter/waitresses
- Assists in setting up tables
- Fills/refills water glasses and pitchers
- Removes all tableware after meals
- Keeps side stands supplied with linen and silverware
- Resets tables after each guest has left
- Performs light housekeeping tasks

Cashier:

- Sets up change banks
- Checks menu
- Receives payment from guest
- Proves cash

"Which food service job is right for you?"

(1) T.10
S.6

CONSUMABLE

WORKSHEET #1

I. List five different examples of food service operations.

1.

2.

3.

4.

5.

II. List five food service job titles under each heading below.

"Front Of House"	"Back Of House"
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

III. Match the following jobs to the correct duty. Write your answers in the blanks provided.

JOB

a. Cook
b. Food Service Manager
c. Dishwasher
d. Host/hostess
e. Busperson
f. Chef

DUTY

_____ 1. Supervises food preparation and service employees.
_____ 2. Keeps glasses, silverware, and plates clean.
_____ 3. Welcomes and seats guests.
_____ 4. Completes preparation of food items.
_____ 5. Assists in clearing/cleaning tables.

(1) T.11
S.7

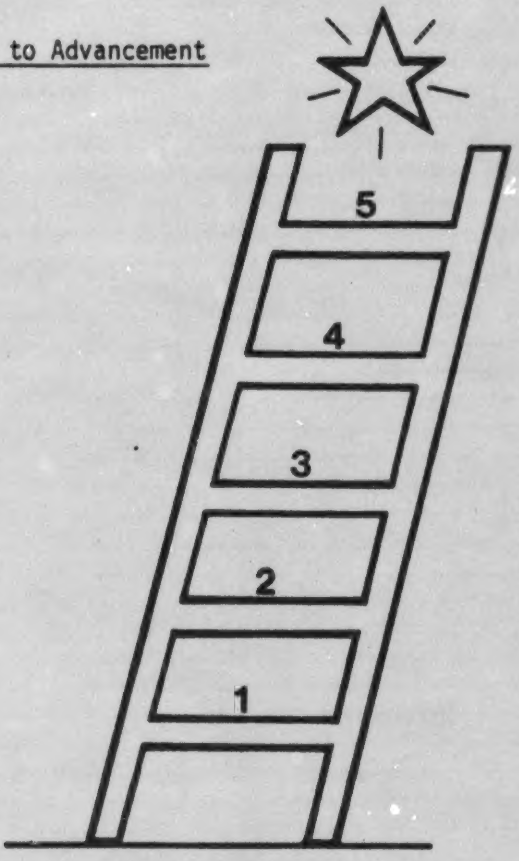
#2 **INFORMATION SHEET**

The Job

Every job, no matter what field, has advantages and disadvantages. Some of the advantages to working in food service include: compliments from customers and/or management, a chance to be creative, acceptable salary, challenge, good benefits, and a chance for advancement. In food service, some of the disadvantages might include: working on holidays and weekends, long hours, and shift work.

Once you are in a food service career, what is the best way to move up the career ladder? The great majority of people already in food service say that working hard and steady will advance you the fastest. Being in the right place at the right time is important also, but working hard is the most important factor.

Steps to Advancement



1. Working Hard!
2. Working Steady!
3. Ability to Get Along with Others!
4. Sacrifice of Time!
5. PATIENCE!

(1) T.12
S.8

INFORMATION SHEET #2 (Continued)

Educational Needs/Requirements for Food Service Jobs

JOB TITLES	High School Diploma	One-Year training program	Two-Year training program	College (four-year training program)
short order cook	✓	✓		
cook's helper	✓	✓		
food checker	✓			
waiter/waitress	✓			
busperson	✓			
carhop	✓			
host/hostess	✓	✓		
second cook	✓	✓		
fry cook	✓	✓		
dishwasher	✓			
potwasher	✓			
cashier	✓			
restaurant manager		✓		
head cook		✓	✓	
chef		✓	✓	
short order cook	✓	✓		
specialty cook		✓		
pantry person	✓			
headwaiter/waitress		✓		
school lunch manager			✓	
cafeteria manager			✓	
food service supervisor			✓	
vegetable cook	✓	✓		
salad maker	✓	✓		
baker	✓	✓		
baker's helper	✓			
purchasing agent		✓		
kitchen supervisor			✓	
school lunch program director				✓
home economist				✓

(1) T.13
S.9

#3

INFORMATION SHEET

Future Trends

Fast food operations became popular in the 1950's and have continued to grow. But what does the future hold for the food service industry? What will the new "boom" in food service be?

Some people from the food industry believe that the 1980's will bring a boom in Oriental food, "healthy" foods, and fewer red meats. The new "in" in fast food operations will be Mexican foods with Oriental food a close second. The restaurants of the 80's will have more "healthy" food with smaller portion sizes. The price of meats is also expected to rise.

1970's	1980's
MENU	MENU
steak (8 oz.)	steak (6 oz.)
hamburger. . . $1.25	hamburger. . . $2.00
french fries	fresh vegetables
fried chicken	broiled chicken
pork chops	fish
white rolls	whole grain rolls
TEXAS BEEF HOUSE	MEXICAN VILLA RESTAURANT
prime rib	enchiladas
steaks	tacos
steak & chicken	refried beans
steak & lobster	tamales
hamburgers	burritos

Do your interests and abilities point toward a food service career in the future?

(1) T.14
S.10

WORKSHEET #2

I. List 3 advantages and 3 disadvantages of jobs in food service.

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.

II. Match the educational requirements below to each job title . Write the letter of the correct answer in the blanks provided. (NOTE! An answer may be used more than once.)

JOB TITLE

_____ 1. short order cook
_____ 2. waiter/waitress
_____ 3. school lunch program director
_____ 4. head cook
_____ 5. kitchen supervisor

EDUCATIONAL REQUIREMENTS

a. high school diploma
b. one-year training program
c. two-year training program
d. college degree

WORKSHEET

III. Select from the list below, future trends in food service. Circle the letter(s) of the correct answer(s).

A. Higher meat costs
B. Lower meat costs
C. More Oriental food
D. Less Mexican food
E. More "healthy" food
F. Larger portions sizes
G. Smaller portions sizes
H. Less Oriental foods
I. More Mexican food

(1) T.15
S.11

ACTIVITY #1

I. How many different types of food service operations can you find listed in the telephone book? Ask your instructor for a copy, and list at least 10 foods operations in your area on another sheet of paper. (EXAMPLE: hospital - St. James!)

II. Now let's see how many food service job titles you can identify in the local newspaper. Ask your instructor for a current copy of the paper, and list at least 10 job positions available for food service workers on another sheet of paper.

ACTIVITY #2

I. Read the statements below. If they are important to your personal job satisfaction, write them on another sheet of paper.

Working outdoors
Liking fellow workers
Being independent
Eating well-prepared food
Working with people
Being a leader
Feeling important
Liking your work
Having responsibility
Working at a fast pace
Being creative
Working with things
Helping others
Feeling self-confident
Expressing your ideas
Working with women
Getting attention
Doing routine work
Being told what to do
Working with your hands
Not having responsibility
Making decisions
Working indoors
Competing with others
Working with men
Having authority
Being loyal
Being promoted
Making your family proud
Being part of a group
Working slowly
Being well-liked
Being honest
Traveling as part of your job
Doing a variety of things
Telling others what to do
Having acceptable work hours

II. Taking into consideration your personal interests, knowledge, and skills, related to food service, select and evaluate three job titles (discussed in module) which best fit your career goal(s). Discuss the jobs' duties, advantages/disadvantages, the work experience needed, future trends, etc. as compared to your abilities and personality. Write on another sheet of paper.

(1) T.16
S.12

POST-TEST

Orientation to Food Service

I. List two types of food service operations.

II. Circle the letter of the correct answer to the questions below.

1. The areas in a food service operation which the customer does not see is called
   a. back of the house
   b. front of the house
   c. inside of the house

2. Companies, businesses and operations which are all related to the same end product form a(an)
   a. labor force
   b. industry
   c. occupation

3. A food service operation which prepares food for profit is a(an)
   a. institutional foods operation
   b. commercial foods operation
   c. industrial foods operation

4. Any place that serves food is a
   a. restaurant
   b. food service operation
   c. food service industry

5. A hospital is an example of a non-profit,
   a. industrial foods operation
   b. commercial foods operation
   c. institutional foods operation

6. To fulfill educational needs as a waiter/waitress, you must have
   a. a college degree
   b. 1-2 years in a training program
   c. a high school diploma

7. One advantage to working in food service is
   a. shift work
   b. changing benefits
   c. acceptable salary

8. One disadvantage to working in food service is
   a. challenge
   b. shift work
   c. working with people

POST-TEST (Continued)

III. Match the job titles on the left with the correct food service area AND duties. Write your answers in the blanks provided. (NOTE! Each blank should have TWO letters.)

JOB TITLES	FOOD SERVICE AREA
_____ 1. waiter/waitress	A. "front of house"
_____ 2. salad maker	B. "back of house"
_____ 3. cook's helper	
_____ 4. host/hostess	
_____ 5. busperson	

DUTIES

c. Clears/resets tables after each meal
d. Cleans pots and pans
e. Supervises dining room
f. Makes sandwiches as orders come in
g. Takes guests' orders
h. Assists cook in food preparation

FINAL CHECKOUT PERFORMANCE EVALUATION

Orientation to Food Service

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Identify types of food service operations.			
2. Identify food service job titles and duties.			
3. Identify educational needs/requirements for food service jobs.			
4. Identify future trends in food service.			
5. Evaluate food service job titles in accordance with personal abilities and personality.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. Food Service Operation - Any place that serves food.

II. (1) a, (2) c, (3) c, (4) b, (5) b

III. (1) A, (2) E, (3) C, (4) B

WORKSHEET #1

I. School Cafeteria, Drug Store, Airline, Hospital, Club

II. Front of house - Manager, Host/hostess, Waiter/waitress, Busperson, Cashier
Back of house - Chef, Cook, Cook's helper, Baker, Dishwasher

III. (1) b, (2) c, (3) d, (4) a, (5) e

WORKSHEET #2

I. Advantages - acceptable salary, challenge, chance for advancement
Disadvantages - long hours, shift work, working on holidays and weekends.

II. (1) A, (2) A, (3) D, (4) B, (5) C

III. A, C, E, G, I

POST-TEST

I. Commercial, institutional, or fast food

II. (1) a, (2) b, (3) b, (4) b, (5) c, (6) c, (7) c, (8) b

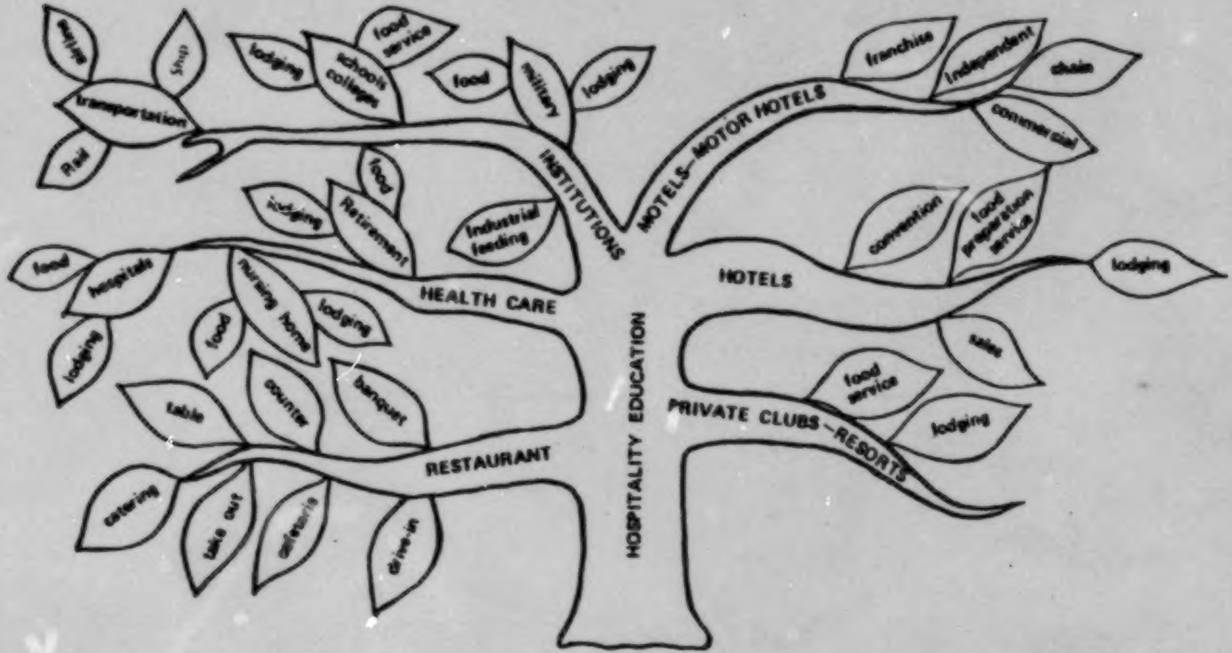
III. (1) A, g, (2) B, f, (3) B, h, (4) A, e, (5) A, c

(1) T.20

RESOURCE ITEM

(1) T.21

Hospitality Education Career Tree *


airline
ships
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schools colleges
food service
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military
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INSTITUTIONS
food
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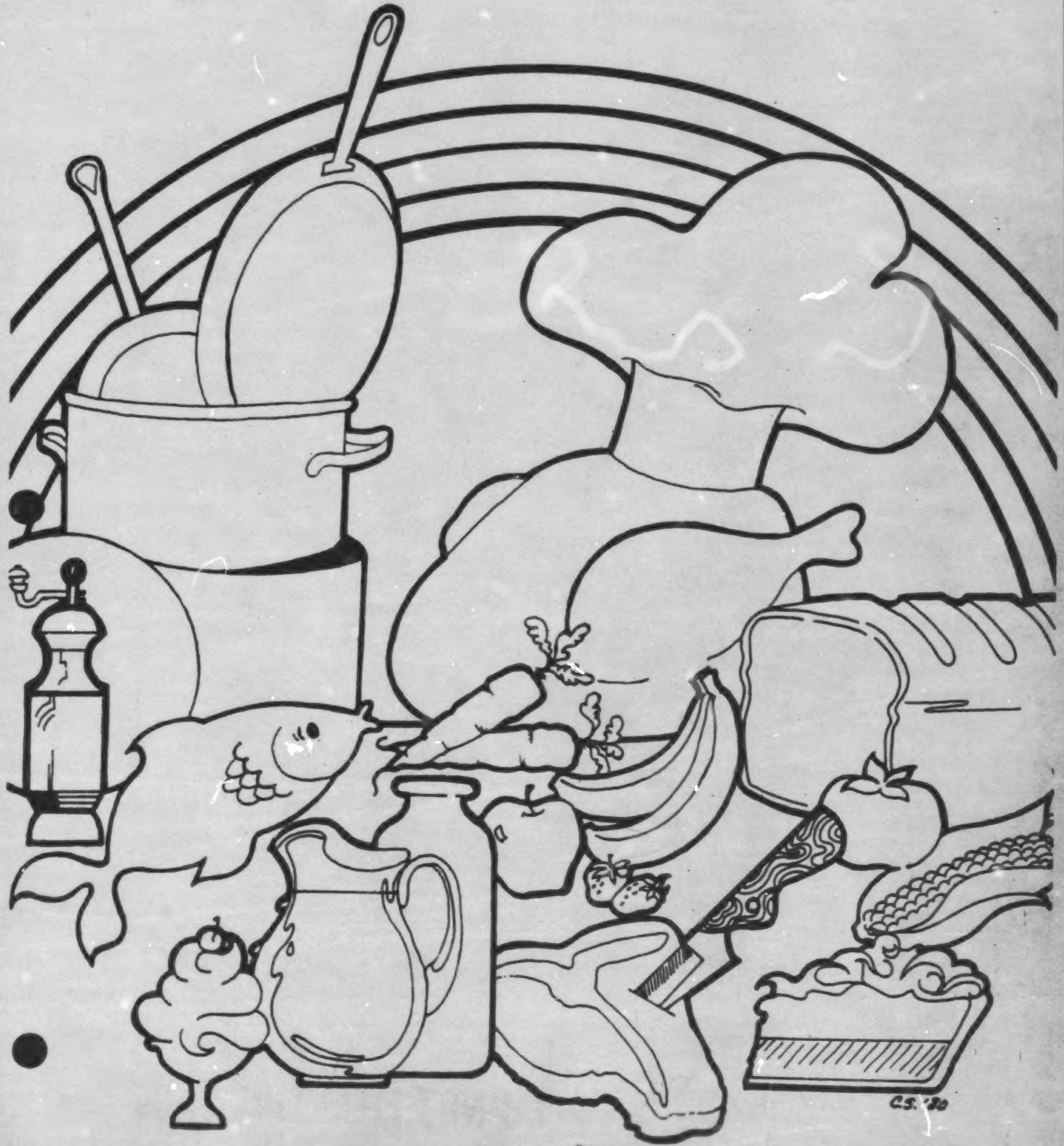
Retirement
Industrial feeding
food
hospitals
lodging
nursing home
lodging
food
HEALTH CARE
table
counter
banquet
RESTAURANT
catering
take out
cafeteria
drive-in
HOSPITALITY EDUCATION
MOTELS—MOTOR HOTELS
franchise
independent
chain
commercial
convention
food preparation service
lodging
HOTELS
sales
food service
lodging
PRIVATE CLUBS—RESORTS

TRANSPARENCY MASTER

*From Food Service Production and Service

Food Service Worker

MODULE 2: BASIC MATH SKILLS



BASIC MATH SKILLS

Competence Area: A. Basic Skills

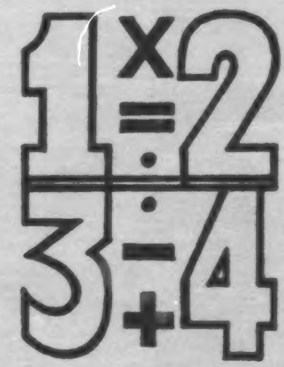
Competency Statement: 2.00 Perform Basic Math Skills

			Level
Tasks:	.01	Perform arithmetic operations	Basic
	.02	Perform fractional operations	Basic
	.03	Perform decimal operations	Basic
	.04	Convert percentages	Basic
	.05	Make change	Basic

Specific Student Performance

Given basic math problems commonly encountered in food service, the student will correctly solve 90% of the problems.

Prerequisites: None



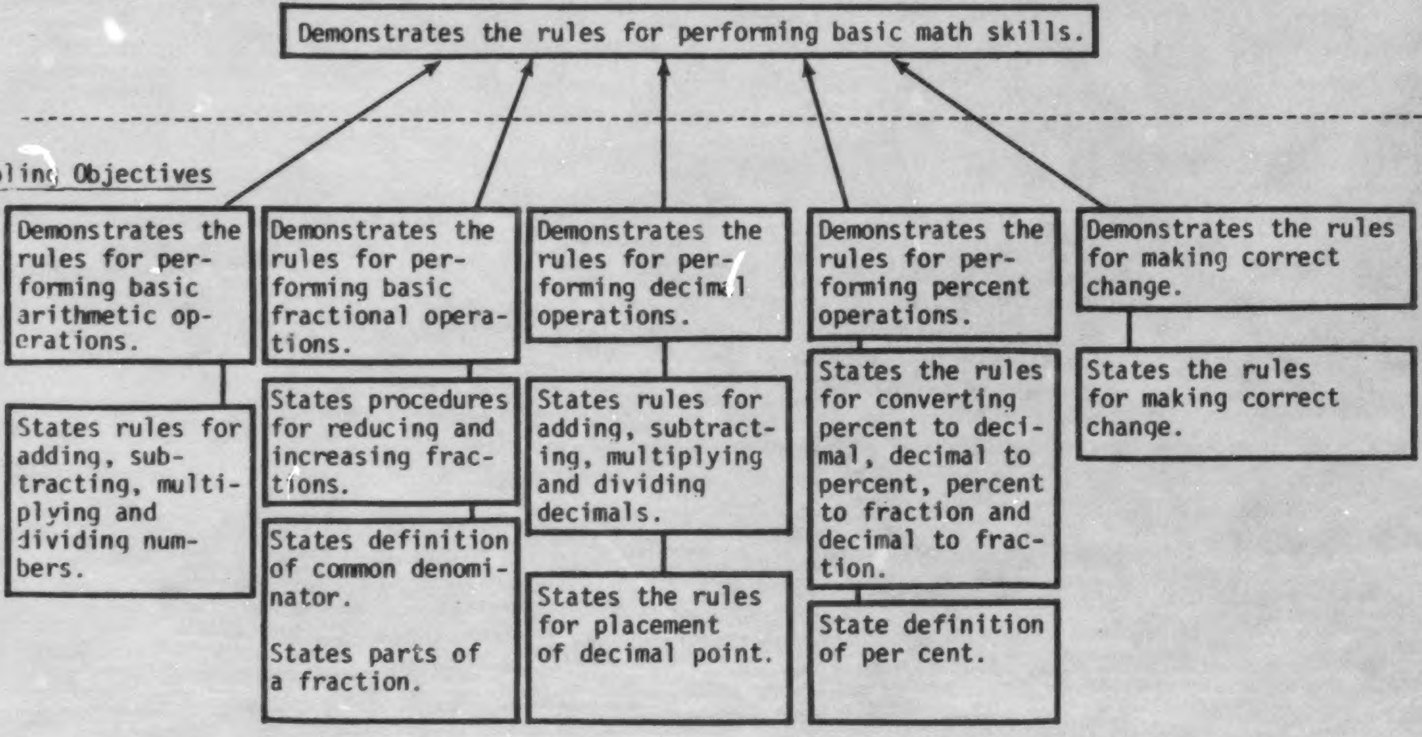
(2) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given basic math problems commonly encountered in food service, the student will correctly solve 90% of the problems.

Performance Objective



Demonstrates the rules for performing basic math skills.

Enabling Objectives

(2) T.2

Demonstrates the rules for performing basic arithmetic operations.

- States rules for adding, subtracting, multiplying and dividing numbers.

Demonstrates the rules for performing basic fractional operations.

- States procedures for reducing and increasing fractions.
- States definition of common denominator.
- States parts of a fraction.

Demonstrates the rules for performing decimal operations.

- States rules for adding, subtracting, multiplying and dividing decimals.
- States the rules for placement of decimal point.

Demonstrates the rules for performing percent operations.

- States the rules for converting percent to decimal, decimal to percent, percent to fraction and decimal to fraction.
- State definition of per cent.

Demonstrates the rules for making correct change.

- States the rules for making correct change.

OBJECTIVES

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study information sheet #1.
4. Complete worksheet #1. Consumable.
5. Read and study information sheet #2.
6. Complete worksheet #2. Consumable.
7. Read and study information sheet #3.
8. Complete worksheet #3. Consumable.
9. Read and study information sheet #4.
10. Complete worksheet #4. Consumable.
11. Read and study information sheet #5.
12. Complete activity #1.
13. Request post-test from instructor - complete. Consumable.
14. Turn completed work in to instructor.
15. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Discuss the reasons why math accuracy is so important in food service.
2. Use pre-test to determine if the class needs this type of module (as a review or otherwise.)
3. If the module is needed, discuss the vocabulary words.
4. Introduce arithmetic operations using worksheet #1 as a transparency. Discuss the different operations. Complete the worksheet as a class.
5. Introduce fractions using a transparency of and working through problems in information sheet #2. Direct students to complete worksheet #2. Collect and evaluate.
6. Discuss decimals before handing out completed guest checks to small groups of 4-5. Have each group total (add) the check(s) and double-check figures calculated.
7. Set up a cash register with play money. Have the same small groups make change for the guest checks they completed. Each group member should act as the cashier.
8. Using information sheet #4 as a transparency, discuss percents. Have all students complete worksheet #4.
9. Have students complete post-test. Collect and evaluate.
10. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

PROCESS SHEET (Continued)

Alternatives - Enrichment

I. Suggested Readings

a. Mathematics for Commercial Foods, New Jersey Department of Education.
b. Cashiering, Cahner Books.

II. Activities

1. Complete "Unit Pricing" activity (see resource item).

2. Make further practice problems for students, if needed.

***NOTE: To Teacher This module was designed to determine student level of competence/deficiency in basic math skills. The mathematical operations discussed are applicable in food service situations; and therefore, prerequisite skills for entry level food service workers. Use this module and its results as a guide or reference to previous student experience in math and present mathematical ability.

CONSUMABLE

PRE-TEST

Basic Math Skills

1. Add the numbers.
a. 47 + 36 +21 = ______ b. \$2.39 + 1.75 = ______

2. Subtract the numbers.
a. 682 - 46 = ______ b. \$10.00 - 5.27 = ______

3. Multiply the numbers.
a. 825 X 4 = ______ b. \$1.95 X 7 = ______

4. Divide the numbers.
a. \$10.84 ÷ 4 = ______ b. 962 ÷ 12 = ______

5. Jan worked 20 hours at \$3.10 per hour. How much money did she earn? ______

6. Eggs cost 84¢ per dozen, how much does one egg cost? ______

7. Reduce the fractions to their lowest terms.
a. 6/10 ______ c. 10/1000 ______
b. 45/75 ______ d. 7/49 ______

8. Raise the fractions to have a common denominator of 24.
a. 5/6 = /24 b. 3/8 = /24

9. Add the fractions and reduce to lowest terms.
a. 2/16 + 4/16 ______ b. 1/8 + 2/4 ______

10. Subtract the fractions and reduce to lowest terms.
a. 7 3/5 - 2 1/2 = ______ b. 7/8 - 3/4 = ______

11. Multiply the fractions and reduce to lowest terms.
a. 3/4 X 2/6 ______ b. 2/25 X 1/3 ______

12. Divide the fractions and reduce to lowest terms.
a. 3/4 ÷ 1/4 ______ b. 3 1/2 ÷ 1/3 ______

13. Change the decimals to fractions.
a. .5 = ______ b. .005 = ______

14. Add the decimals.
a. 6.32 + 1.07 = ______ b. \$3.21 + \$4.97 = ______

15. Subtract the decimals.
a. 8.43 - 0.27 = ______ b. \$10.45 - 2.63 = ______

CONSUMABLE

PRE-TEST (Continued)

16. Multiply the decimals.
a. 5.06 X 0.6 = ______ b. $16.04 X 8.62 = ______

17. Divide the decimals.
a. .06 ⟌ 18.04 b. 6.6 ⟌ 12.6

18. Change the percents to decimals.
a. 16% = ______ b. 6% = ______

19. Change the percents to fractions.
a. 45% = ______ b. 6% = ______

20. Give the proper amount of change for the following:

a. Amount of check $2.65; amount of money received $5.00 = ______

b. Amount of check $1.04; amount of money received $2.00 = ______

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module , follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Read and study information sheet #3.
7. Complete worksheet #3.
8. Read and study information sheet #4.
9. Complete worksheet #4.
10. Read and study information sheet #5.
11. Complete activity #1.
12. Request post-test from instructor - complete.
13. Turn completed work in to instructor.
14. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Accuracy - Correctness; being right.

2. Column - A vertical (up and down) row of numbers/decimals.

3. Deductions - That part taken away, subtracted from the whole.

4. Denominator - The number below the line in a fraction.

5. Invert - To turn upside down.

6. Multiplier - The number by which another number is to be multiplied.

7. Numerator - The term or number above the line in a fraction.

#1 INFORMATION SHEET

Arithmetic Operations

You will find arithmetic operations in all areas of food service whether it is filling out guest checks, checking orders, filling out work schedules or counting costs in preparing meals.

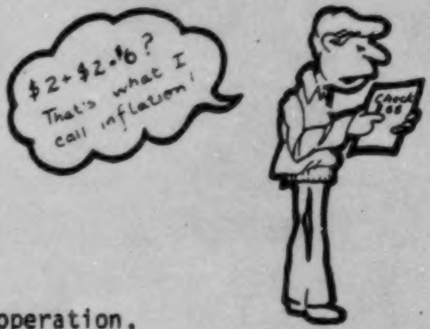
Adding machines may be provided; but if they are not, your accuracy is essential. What would happen if a guest received a check with an incorrect total? It would be very embarrassing!

***RULES for avoiding errors in performing arithmetic operations:

1. copy numbers correctly.
2. write numbers neatly and in straight columns.
3. double-check figures by counting again.
4. watch carefully for placement of decimals.

Addition is one basic arithmetic operation in food service.

Add means to sum, increase, or total.


$2+$2=$6?
That's what I call inflation!
Check

Subtraction is also a basic arithmetic operation.

Subtract means to take away, deduct or minus. Both addition and subtraction are used in arithmetic operations involving money. For example: your pay. You earn $100 and your employer subtracts $10 from your pay for taxes and social security. You receive $90.00. The amount you earned was $100 (gross pay) and the amount you received was $90 (net pay).

GROSS INCOME minus deductions: social security taxes = NET INCOME

(2) T.8
S.3

INFORMATION SHEET #1 (Continued)

Multiplication is used in many operations.

Example 1: To count costs for materials.
6 cans of peaches at $2.10 a can
Multiply 6 X $2.10

$$\begin{array}{r} \$2.10 \\ \text{X}\quad 6 \\ \hline \$12.60 \end{array}$$

Example 2: To figure pay for time worked.
Jan works 20 hours at $3.10 per hour
Multiply 20 X $3.10

$$\begin{array}{r} \$3.10 \\ \text{X}\quad 20 \\ \hline \$62.00 \end{array}$$

Example 3: To change ingredient amounts in recipes.
A recipe calls for 6 quarts of chicken stock.
To increase the recipe three times,
Multiply 6 X 3

$$\begin{array}{rl} 6 & \\ \text{X}3 & \\ \hline 18 & \text{quarts} \end{array}$$

Division is useful in finding the average or usual number/amount of a food item to prepare each day. It is also needed to find the price of one item in a grouping (unit pricing).

Example 1: Baked potatoes were sold each day for five days. For the next week, how many potatoes should be prepared each day?

6 potatoes sold on Monday
1 " " Tuesday
0 " " Wednesday
8 " " Thursday
25 " " Friday
40 potatoes sold for 5 days

$$\begin{array}{r|l} & 8 \text{ to prepare each day} \\ \hline 5 \text{ days} & 40 \text{ potatoes} \\ & \underline{40} \\ & \text{—} \end{array}$$

Example 2: One dozen eggs cost 84¢. How much would one egg cost?

$$\begin{array}{r|l} & .07\text{¢ per egg} \\ \hline 12 \text{ eggs/doz.} & .84 \\ & \underline{.84} \\ & \text{—} \end{array}$$

CONSUMABLE

WORKSHEET #1

1. Add the following:

a. $\begin{array}{r} 98 \\ 55 \\ +62 \\ \hline \end{array}$ b. $\begin{array}{r} \$1.02 \\ 6.78 \\ + \ .93 \\ \hline \end{array}$ c. $\begin{array}{r} \$17.54 \\ +19.84 \\ \hline \end{array}$ d. $\begin{array}{r} \$1.99 \\ +1.99 \\ \hline \end{array}$

2. Subtract the following:

a. $\begin{array}{r} 2300 \\ -\ 19 \\ \hline \end{array}$ b. $\begin{array}{r} 698 \\ -199 \\ \hline \end{array}$ c. $\begin{array}{r} 23{,}609 \\ -4{,}989 \\ \hline \end{array}$ d. $\begin{array}{r} \$489.34 \\ -265.93 \\ \hline \end{array}$

3. Multiply the following:

a. $\begin{array}{r} 154 \\ \times\ 3 \\ \hline \end{array}$ b. $\begin{array}{r} \$7.99 \\ \times\ 6 \\ \hline \end{array}$ c. $\begin{array}{r} 784 \\ \times\ 20 \\ \hline \end{array}$ d. $\begin{array}{r} \$18.95 \\ \times\ 14 \\ \hline \end{array}$

4. Divide the following:

a. $3\overline{)824}$ b. $12\overline{)\$19.25}$ c. $490 ÷ 16 d. $8.26 ÷ 2

5. Waitress Sue earned $4.50 in tips one day, Alice earned $6.25, and Janice earned $10.09. What was the daily average for the waitresses?

6. One case of catsup contains 12 bottles. The cost of the case is $12.43. What is the price of one bottle of catsup?

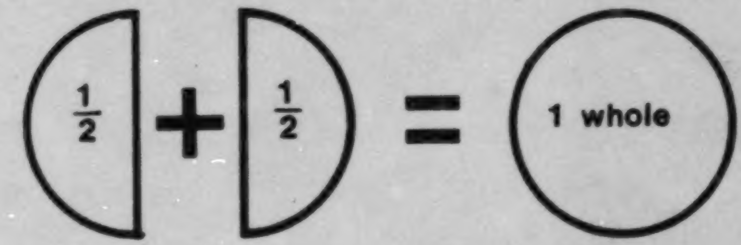
(2) T.10
S.5

#2 INFORMATION SHEET

Fractions

A fraction is less than (smaller than) a whole.

Examples: ½ lb. of potatoes is less than one whole pound.
½ pint of milk is less than one whole pint.
½ t. is less than one whole teaspoon.



A written fraction has two numbers: the number below the line (shows how many parts the whole thing has been divided into) is called the denominator.

$\frac{1}{2} \leftarrow$ denominator

The number above the line in a fraction (shows how many of those parts have been taken or used) is called a numerator.

$\frac{1}{4}$ ← numerator

To reduce fractions to their lowest terms follow the procedures below:

To reduce 6/10 to lowest terms.
Look for a number that will divide evenly into both the numerator and denominator:

$$\frac{6}{10}\begin{array}{l}\leftarrow \text{divided by } 2 = \\ \leftarrow \text{divided by } 2 = \end{array}\frac{3}{5}$$

Answer is 3/5!

***NOTE: You may have to try several numbers before deciding on one.

INFORMATION SHEET #2 (Continued)

To reduce $\frac{25}{50}$ Which number do you use? 1, 2, 3, 4, 5, etc.

$$\frac{25}{50}\begin{matrix}\leftarrow\text{divided by } 5\\ \leftarrow\text{divided by } 5\end{matrix} = \frac{5}{10}\begin{matrix}\leftarrow\text{divided by } 5\\ \leftarrow\text{divided by } 5\end{matrix} = \frac{1}{2}$$

or $\frac{25}{50}\begin{matrix}\leftarrow\text{divided by } 25\\ \leftarrow\text{divided by } 25\end{matrix} = \frac{1}{2}$ Answer is 1/2!

To raise a fraction to a higher number follow the procedures below:

To raise ¼ to a fraction with a denominator of 8.

$\frac{1}{4} = \frac{?}{8}$ Divide 4 into 8 to find the multiplier.

$\begin{array}{r} 2 \\ 4\overline{)8} \end{array}$ 2 is the multiplier

$\frac{1}{4}\begin{matrix}\times & 2\\ \times & 2\end{matrix} = \frac{2}{8}$ Multiply both numerator and denominator by the multiplier.

***NOTE: This will not change the value of the fraction.

To raise 2/6 to a fraction with a denominator of 12.

$\frac{2}{6} = \frac{?}{12}$ Divide 6 into 12 to find the multiplier.

$\begin{array}{r} 2 \\ 6\overline{)12} \end{array}$ 2 is the multiplier

$$\frac{2}{6}\begin{matrix}\times & 2\\ \times & 2\end{matrix} = \frac{4}{12}$$

If fractions do not have a common denominator, you must find one. To change the denominator of one or of both, find a number that will divide evenly into both denominators.

INFORMATION SHEET #2 (Continued)

Example 1: $\frac{4}{8} + \frac{2}{16}$ 8 can be divided into 16 evenly, so 16 is the common denominator

$$\frac{4 \text{ X } 2}{8 \text{ X } 2} = \frac{8}{16} + \frac{2}{16} = \frac{10}{16} = \text{reduced to lowest terms} = \frac{5}{8}$$

Example 2: $\frac{5}{10} + \frac{4}{20} = \frac{10}{20} + \frac{4}{20} = \frac{14}{20} = \frac{7}{10}$

Subtraction of fractions is similar to addition of fractions: all denominators must be the same.

Example: $\frac{4}{5} - \frac{1}{5} = \frac{3}{5}$

If the denominators are not the same, change to a common denominator.

Example: $\frac{7}{8} - \frac{2}{16}$ 16 is the common denominator. 16 divided by 8 equals 2. 2 is the multiplier.

$$\frac{7 \text{ X } 2}{8 \text{ X } 2} = \frac{14}{16} - \frac{2}{16} = \frac{12}{16} = \frac{3}{4}$$

In multiplication and division of fractions, the denominators do not have to be the same.

Example: $\frac{1}{4} \text{ X } \frac{2}{6}$

Step 1: multiply numerators $\frac{1}{4} \text{ X } \frac{2}{6} = \frac{2}{?}$

Step 2: multiply denominators $\frac{1}{4} \text{ X } \frac{2}{6} = \frac{2}{24}$

Step 3: reduce to lowest terms $\frac{2}{24} = \frac{1}{12}$

Division of fractions is simple if you remember how to multiply fractions. To divide by a fraction, invert (turn it upside down) the fraction and multiply.

INFORMATION SHEET #2 (Continued)

Example 1: Dividing a fraction by a fraction

$\frac{3}{4} \div \frac{3}{8} = \frac{3}{4} \times \frac{8}{3}$

(Turn $\frac{3}{8}$ upside down and change the sign from divide to multiply)

$\frac{3}{4} \times \frac{8}{3} = \frac{24}{12}$ Reduce fraction to lowest term

$\frac{24}{12} = 2$

Example 2: Dividing a whole number by a fraction

$30 \div 1/5 = \frac{30}{1} \div 1/5$

(Place whole number over 1, and divide as in Example 1.)

$\frac{30}{1} \times \frac{5}{1} = \frac{150}{1} = 150$

Example 3: Dividing a mixed number by a fraction or mixed number

$3\frac{1}{2} \div \frac{1}{4} = \frac{7}{2} \div \frac{1}{4}$

(Change $3\frac{1}{2}$ to an improper fraction. $3 \times 2 = 6 + \frac{1}{2} = \frac{7}{2}$)

(Invert ¼ and change the sign to multiply)

$\frac{7}{2} \times \frac{4}{1} = \frac{28}{2} = 16$

CONSUMABLE

WORKSHEET #2

1. The upper number in a fraction is the ____________________.

2. The lower number in a fraction is the ____________________.

3. A common denominator is ____.

4. Reduce these fractions to their lowest terms.

a. $\frac{16}{24} =$ _____ b. $\frac{9}{15} =$ _____ c. $\frac{30}{100} =$ _____ d. $\frac{1000}{2000} =$ _____

5. Raise these fractions to have a common denominator of 64.

a. $\frac{3}{8} = \frac{?}{64}$ _____ b. $\frac{4}{32} = \frac{?}{64}$ _____

6. Find the least common denominator in the following problems:

a. $\frac{5}{8}$ and $\frac{2}{3}$ _____ b. $\frac{1}{2}$ and $\frac{5}{6}$ _____

7. Add and reduce to lowest terms:

a. $3\frac{1}{4} + 9\frac{1}{2}$ b. $\frac{1}{4} + \frac{9}{16}$ c. $4\frac{1}{2} + \frac{2}{3}$ d. $\frac{1}{4} + \frac{1}{3} + \frac{1}{4}$

8. Subtract and reduce to lowest terms.

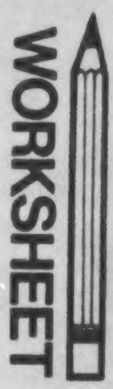
a. 3/5 - 1/5 = _____ b. 1/2 - 3/8 = _____

9. Multiply and reduce to lowest terms.

a. 9/10 X 3/4 = _____ b. 1/5 X 1/3 = _____

10. Divide and reduce to lowest terms.

a. 1/3 ÷ 3/4 = _____ b. 2/3 ÷ 5/12 = _____



(2) T.15
S.10

#3 **INFORMATION SHEET**

Writing Decimals

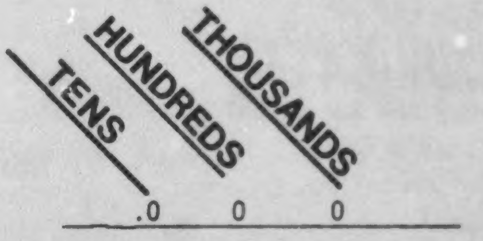
Just as a fraction is less than a whole, so a decimal is less than a whole. However, it is usually easier to work with decimals than with fractions. A decimal is a fraction with the denominator 10, 100, 1000, etc.

Example: 5/10 = .5

5/100 = .05

One place (number) is read as tenths → .5 → 5/10
Two places (numbers) is read as hundreds → .05 → 5/100
Three places (numbers) is read as thousands → .005 → 5/1000

Don't be fooled by zeros!



Adding and Subtracting Decimals

Any time you work with money, you will be working with decimals. When adding or subtracting decimals, always place the decimals in a straight column - each decimal point right under the other.

	WRONG WAY		RIGHT WAY
	16.02		16.02
ADD	8.03	ADD	8.03
	.02		.02
	100.60		100.60
	???????		124.67

INFORMATION SHEET #3 (Continued)

The same rule applies for subtraction: always keep the decimals in a straight column.

Examples:

$$\begin{array}{r} 140.63 \\ -\ \ 6.21 \\ \hline 134.42 \end{array} \qquad \begin{array}{r} 16.00 \\ -\ 5.89 \\ \hline 10.11 \end{array}$$

Multiplying Decimals

When multiplying decimals, it is not necessary for the decimal point to line up in columns.

Step 1: Multiply as you would in any multiplication problem.
Step 2: Count the total number of decimal places in the numbers being multiplied to determine final placement of the decimal.

Example:

$$\begin{array}{r} 5.02 \\ \times\ \ .6 \\ \hline 3.012 \end{array} \quad \begin{array}{l} \text{has 2 decimal places} \\ \text{has 1 decimal place} \end{array} \Big\} = 3$$

(Count off 3 decimal places from the right to place your decimal!)

$$\begin{array}{r} 16.04 \\ \times\ 8.62 \\ \hline 3208 \\ 9624 \\ 12832 \\ \hline 138.2648 \end{array} \quad \begin{array}{l} \text{has 2 decimal places} \\ \text{has 2 decimal places} \end{array} \Big\} = 4$$

(Count off 4 decimal places from the right to place your decimal!)

Dividing Decimals

There are three types of problems involving the division of decimals:

1. dividing a whole number into a decimal: ⟶ $6\overline{)12.06}$
2. dividing a decimal into a whole number: ⟶ $.62\overline{)124}$
3. dividing a decimal into a decimal: ⟶ $.62\overline{).124}$

(2) T.17
S.12

INFORMATION SHEET #3 (Continued)

****BASIC RULE for dividing decimals:

> If there is a decimal point in the divisor (the number outside the box), move it to the right of the last digit and count the number of places you are moving it. Then move the decimal point inside the box the same number of places.

Example 1: $6\overline{)\,12}$ Rule doesn't apply here, no decimal point.

Example 2: $\underset{\curvearrowright}{6.6}\overline{)\,\underset{\curvearrowright}{12.6}}$ Move decimal in the divisor one place to the right and then move the decimal inside the box one place to the right.

$66\overline{)\,126}$

Example 3: $\underset{\curvearrowright}{.06}\overline{)\,\underset{\curvearrowright}{18.04}}$ Move the decimal in the divisor two places to the right and then move the decimal inside the box two places to the right.

$06.\overline{)\,1804.}$

CONSUMABLE

WORKSHEET #3

1. Identify the decimal places in the following.

a. .0 = _____ b. .00 = _____ c. .000 = _____

2. Change the fractions below to decimals.

a. 6/10 = _____ b. 4/100 = _____

3. Change the decimals below to fractions.

a. .05 = _____ b. .06 = _____ c. .008 = _____ d. .7 = _____

4. Add the following:

a. $\begin{array}{r}16.02\\100\\\underline{14.1}\end{array}$ b. $\begin{array}{r}1.8\\4.2\\\underline{.06}\end{array}$ c. $\begin{array}{r}166.04\\4.86\\\underline{.4}\end{array}$

5. Subtract the following:

a. $\begin{array}{r}\$100.00\\\underline{-\ 6.99}\end{array}$ b. $\begin{array}{r}\$6.99\\\underline{-\ 2.03}\end{array}$ c. $\begin{array}{r}\$16.43\\\underline{-\ 15.99}\end{array}$

6. Multiply the following:

a. $\begin{array}{r}10.42\\\underline{\times\ .6}\end{array}$ b. $\begin{array}{r}102.4\\\underline{\times\ .72}\end{array}$ c. $\begin{array}{r}84\\\underline{\times .2}\end{array}$ d. $\begin{array}{r}5.782\\\underline{\times\ 28}\end{array}$

7. Divide the following:

a. $62\overline{)124}$ b. $.62\overline{)124}$ c. $.62\overline{).124}$ d. $1.02\overline{)204}$

8. Compute the cost per serving, assuming 25 servings per #10 can.

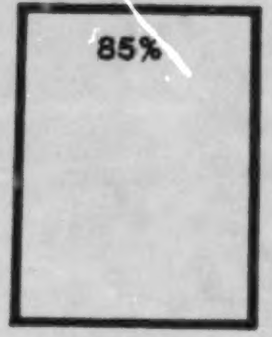
a. #10 cans of peaches cost $12.90 per case of 6. What is the cost per can? _______ per serving? _______
b. One #10 can of plums costs $12.00. What is the cost per serving? _____

(2) T.19
S.14

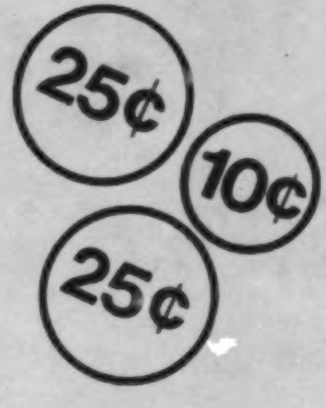
#4 **INFORMATION SHEET**

Percentages

Percent means "per hundred": 6% means 6 out of 100. Percentages play an important role in our daily lives.



Tests are scored by percent.



A waitress or waiter gets tips by percent.

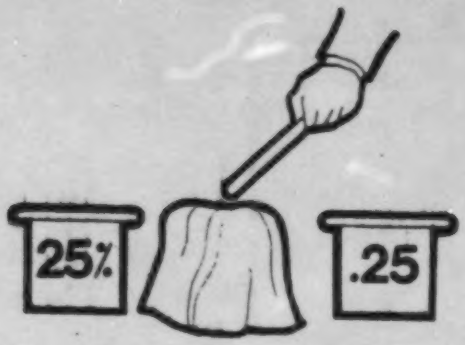
We pay sales tax by percent.

Sales in stores are often quoted in percent.

(2) T.20
S.15

INFORMATION SHEET #4 (Continued)

Unfortunately, percentages can not be used in working out problems in arithmetic. They must first be changed to a decimal.



****RULE for changing a percent to a decimal:

To change a percent to a decimal, drop the percent sign (%) and move the decimal point two places to the left.

Remember: Whether you see it or not, every number has a decimal point!

Examples:

16% → 16.% → 16. → .16

33% → 33.% → 33. → .33

24½% → 24.5% → 24.5 → .245

Changing a decimal to a percent is just the opposite of changing a percent to a decimal.

****RULE for changing a decimal to a percent:

Move the decimal point two places to the right and add a percent (%) sign.

Examples:

.50 → .50 → 50. → 50%

.6 → .60 → 60. → 60%

4.8 → 4.80 → 480. → 480%

*NOTE: Add zeros if necessary to move the decimal two places.

INFORMATION SHEET #4 (Continued)

Percent is simply another way of expressing a fraction. If you say 8%, you are saying 8 out of 100.

Examples: 26% = 26/100

5% = 5/100

To express 16½% as a fraction, change the mixed number to an improper fraction, then change the percentage to a fraction.

Examples: 37½% = 75/2% = 75/2 ÷ 100

75/2 ÷ 100/1 = 75/2 X 1/100 = 75/200 = 3/8

****RULE for changing decimals to fractions:

1. Read the number. Example: .6 = 6 tenths
2. Put the number (6) over the word: 6/tenths and change to 6/10
3. Reduce to lowest terms 6/10 = 3/5

Examples: .50 → 5/hundreds → 5/100 → 1/20

.25 → 25/hundreds → 25/100 → 1/4

.125 → 125/thousands → 125/1000 → 1/8

CONSUMABLE

WORKSHEET #4

1. State the rule for changing a percent (%) to a decimal.

2. State the rule for changing a decimal to a percent (%).

3. State the steps for changing decimals to fractions.

   1.
   2.
   3.

4. Change the percents below to decimals.

   a. 49% = ____
   b. 10% = ____
   c. 36.6% = ____
   d. .03% = ____

5. Change the decimals below to percents.

   a. .10 = ____
   b. 4.3 = ____
   c. .604 = ____
   d. .4099 = ____
   e. 4½ = ____

6. Change the following percents to fractions with 100 as the denominator.

   a. 20% as a fraction = ____
   b. 2% as a fraction = ____
   c. 75% as a fraction = ____
   d. 125% as a fraction = ____

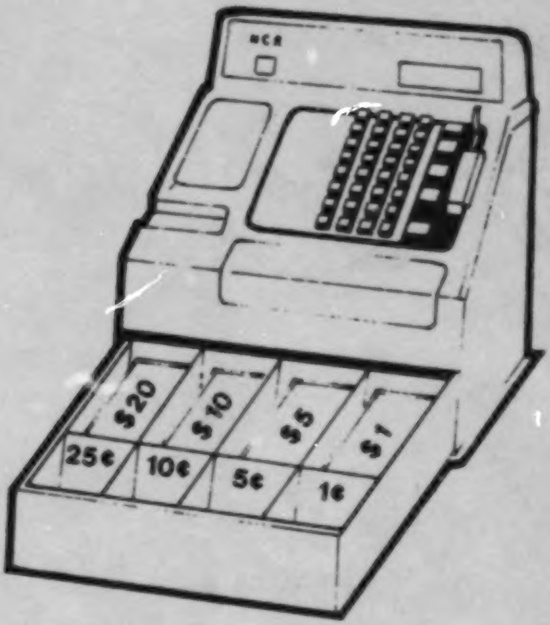
7. Change the decimals below to ordinary fractions.

   a. .10 = ____
   b. .62 = ____
   c. 4.75 = ____
   d. .875 = ____

(2) T.23
S.18

#5 INFORMATION SHEET

The cash register provides safe storage for money taken in, because it can be locked. It also keeps money sorted in proper denominations ($20 bills, $10 bills, $5 bills, $1 bills, quarters, nickels, dimes, pennies), making it easy to make change.



****RULES to use for making change and using the cash register:

1. Place received bill on the plate in front of the register. This will prevent the customer and the cashier from making an error.
2. When the customer is given change, state out loud the amount of the sale. Then start with the smallest denomination and count off the change until it equals the amount of the bill still visible on the register plate.
3. Place bill in the register.

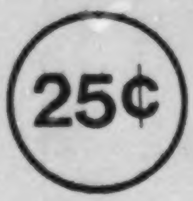
(2) T.24
S.19

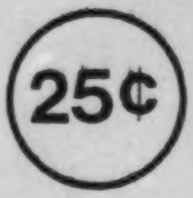
INFORMATION SHEET #5 (Continued)

Example: The customer's check is $3.50. He gives you a $5.00 bill. Start with the smallest denomination and count off the change until it equals the $5.00.

1. say " $3.50 "

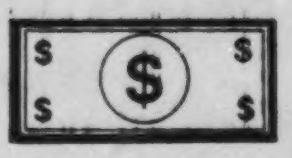
2. count out





3. say " $4.00 "

4. count out +



5. say " $5.00 "

ACTIVITY #1

Directions: Ask a fellow classmate or your instructor to role play a guest paying his check. Acting as the cashier make change for the following amounts:

a. $2.35 out of $5.00
b. $1.59 out of $2.00
c. $5.15 out of $10.00
d. $14.00 out of $20.00
e. $0.37 out of $1.00

(2) T.25
S.20

POST-TEST

Basic Math Skills

1. Complete the arithmetic operations.

a. $6.35
+2.71

b. $10.95
- 3.29

c. $1.79
X 6

d. $0.37
X 3

e. 4 ⟌ $27.90

f. 12 ⟌ 6024

2. How many eggs to a case? (30 dozen to a case) ________________.

3. Write the following expressions as fractions:
a. one egg out of a dozen = ________________.
b. three minutes of one hour = ________________.

4. Reduce the following fractions to lowest terms.
a. 6/12 of a dozen equals = ____________dozen.
b. 4/16 pound equals = ______________pound.

5. Raise the fractions to have a denominator of 32.
a. 7/8 = /32
b. 2/16 = /32

6. Sam worked the following hours. What was his total for the week? Sunday 8 1/4, Monday 9, Tuesday 6 1/2, Wednesday 8 3/4, Thursday 8 and Friday 10 1/4. ____________________.

7. 10 1/4 gallons of milk minus 7 gallons = ______________ gallons.

8. Find the total weight of 5 #10 cans weighing 6 1/4 pounds each. __________

9. Divide the fractions and decimals.
a. 11 1/3 ÷ 2 5/6 = ______
b. 1 1/8 ÷ 3/4 = ______

c. .04 ⟌ 168

d. 1.2 ⟌ 806

10. Add the numbers.

a. $347.23
64.22
11.11
126.66
57.27
55.34

b. 1/2
3/4
7/8

c. $5468.00
3254.00
17.00
1567.00
436.00
37.00

11. Sue earned $16.50 in tips at the dinner meal. She gave $3.25 to the busboy. How much did she have left? ________________.

CONSUMABLE

POST-TEST (Continued)

12. Compute the cost of 6 cases of lasagna at $3.72 a case. ______________

13. Give the proper amount of change for the following:
    a. Amount of check $3.47; amount of money received $5.00 = ______________

    b. Amount of check $7.89; amount of money received $20.00 = ____________

14. The Smith restaurant had the following overhead expenses for the month: electricity $164.29, heat $120.00, gas $69.99, insurance $150.22, rent $856.00. What did the overhead expenses total? ______________________

15. How much do 75 portions at 65¢ per portion total? ______________________

16. Large 10" dinner plates cost $10.80 a dozen and come packed two dozen to the carton. What is the cost of a carton? ______ one plate? ________

17. Change the percents to decimals.
    a. 3 1/4% = __________ b. 3.6% = ______________

18. Change the decimals to percents.
    a. .06 = ______ b. 2.4 = ______

19. Change the percents to fractions with 100 as the denominator.
    a. 8% = ______ b. 15% = _____

20. Change the decimals to fractions.
    a. .33 = ______ b. .808 = ______

21. Allen prepared 17 baked potatoes on Monday, 12 on Tuesday, and 10 on Wednesday. What was his daily average for baked potatoes? _________

FINAL CHECKOUT PERFORMANCE EVALUATION

Basic Math Skills

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Perform arithmetic operations.			
2. Perform fractional operations.			
3. Perform decimal operations.			
4. Convert percentages.			
5. Make change.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) a. 104, b. $4.14 (2) a. 636, b. $4.73, (3) a. 3,300, b. $13.65 (4) a. $2.71, b. 80.17, (5) $62.00, (6) 7¢, (7) a. 3/5, b. 3/5, c. 1/100, d. 1/7, (8) a. 20/24, b. 9/24, (9) a. 6/16 or 3/8, b. 5/8 (10) a. 5 1/10, b. 1/8, (11) 6/24 or 1/4, b. 2/75, (12) a. 3, b. 21/2 or 10 1/2, (13) a. 5/10 or 1/2, b. 5/1000 or 1/200, (14) a. 7.39, b. $8.18, (15) a. 8.16, b. $7.82, (16) a. 3.036, b. $138.26, (17) a. 300.67, b. 1.91, (18) a. .16, b. .06, (19) a. 9/20, b. 3/50 (20) a. $2.35, b. $0.96

WORKSHEET #1

(1) a. 215, b. $8.73, c. $37.38, d. $3.98, (2) a. 2,281, b. 499 c. 18,620, d. $223.41, (3) a. 462, b. $47.94, c. 15,608, d. $265.30 (4) a. 274.67, b. $1.60, c. $30.62, d. $4.13, (5) $6.95, (6) $1.04

WORKSHEET #2

(1) numerator, (2) denominator, (3) A number that will divide evenly into both the numerator and denominator, (4) a. 2/3, b. 3/5, c. 3/10, d. 1/2 (5) a. 24/64, b. 32/64, (6) a. 24, b. 6, (7) a. 12 3/4, b. 13/16, c. 4 11/12, d. 1, (8) a. 2/5, b. 1/8, (9) a. 27/40, b. 2/15, (10) a. 4/9, b. 24/15 or 1 3/5

WORKSHEET #3

(1) a. tenths, b. hundreds, c. thousands, (2) a. .6, b. .04, (3) a. 1/20, b. 3/50, c. 1/125, d. 7/10, (4) a. 130.12, b. 6.06, c. 171.3, (5) a. $93.01, b. $4.96, c. $0.44, (6) a. 6.252, b. 73.728, c. 16.8, d. 161,896, (7) a. 2, b. 200, c. 0.2, d. 200, (8) a. $2.15; $.09, b. $0.48

WORKSHEET #4

(1) To change a percent to a decimal, drop the percent sign (%) and move the decimal point two places to the left.
(2) Move the decimal point two places to the right and add a percent (%) sign.
(3) Read the number; put the number over the word; reduce to lowest terms.
(4) a. .49, b. .10, c. .3666, d. .0003, (5) a. 10%, b. 430%, c. 60.4%, d. 40.99%, e. 450%, (6) a. 20/100, b. 2/100, c. 75/100, d. 1 25/100, (7) a. 1/10, b. 31/50, c. 4 3/4, d. 7/8

POST-TEST

(1) a. $9.06, b. $14.24, c. $10.74, d. $1.11, e. $6.96, f. 502, (2) 360, (3) a. 1/12, b. 1/20, (4) a. 1/2, b. 1/4, (5) a. 28/32, b. 4/32, (6) 50 3/4, (7) 3 1/4 gallons, (8) 31 1/4, (9) a. 4, b. 1 1/2 c. 4,200, d. 671.67, (10) a. $661.83, b. 2 1/8, c. $10,779.00

WORKSHEET AND EVALUATION KEY (Continued)

POST-TEST (Continued)

(11) $13.25, (12) $22.32, (13) a. $1.53, b. $12.11, (14) $1,360.50, (15) $48.75, (16) $21.60; $0.09, (17) a. .0325, b. .036, (18) a. 6%, b. 240%, (19) a. 8/100, b. 15/100, (20) a. 33/100, b. 808/1000, (21) 13

TRANSPARENCY
MASTER

RESOURCE ITEM

Unit Pricing*

Compute the unit price for each food in the chart below. Round off each figure to the nearest whole cent.

Item	Size of Package Used	Amt. in Case (or Amt. Purchased)	Price Per Case (or Per Purchased)	Price Per Unit
Almond extract	1-qt. bottle	1 bottle	$3.50	.11 per oz.
Apples, canned	#10 can	6 cans	14.50	___ per can
Bacon	1 lb.	1 pound	1.13	___ per oz.
Basil, dry	1-lb. can	1 can	7.65	___ per can
Beans, kidney	#10 can	6 cans	11.10	___ per can
Beans, string	#10 can	6 cans	8.55	___ per can
Beef, bottom round	1 lb.		1.65	
Beef, ground	10 lb.	10-lb. bag	10.40	___ per lb.
Beef base	1-lb. can	12 cans	21.45	___ per lb.
Butter, prints	1 lb.	30 lbs.	23.40	___ per lb.
Bread crumbs	1 lb.	25-lb. bag	8.75	___ per lb.
Cabbage	head	med. head	.34	
Carrots, canned	#10 can	6 cans	7.25	___ per can
Celery	stalk	36 per crate	9.25	___ per stalk
Chicken, fryer	whole	per pound	.59	
Chicken base	1-lb. can	12 cans	21.45	___ per lb.
Cheese, parmesan	1-lb. jar	12 jars	24.36	___ per lb.
Cinnamon	14-oz. can	1 can	3.06	___ per oz.

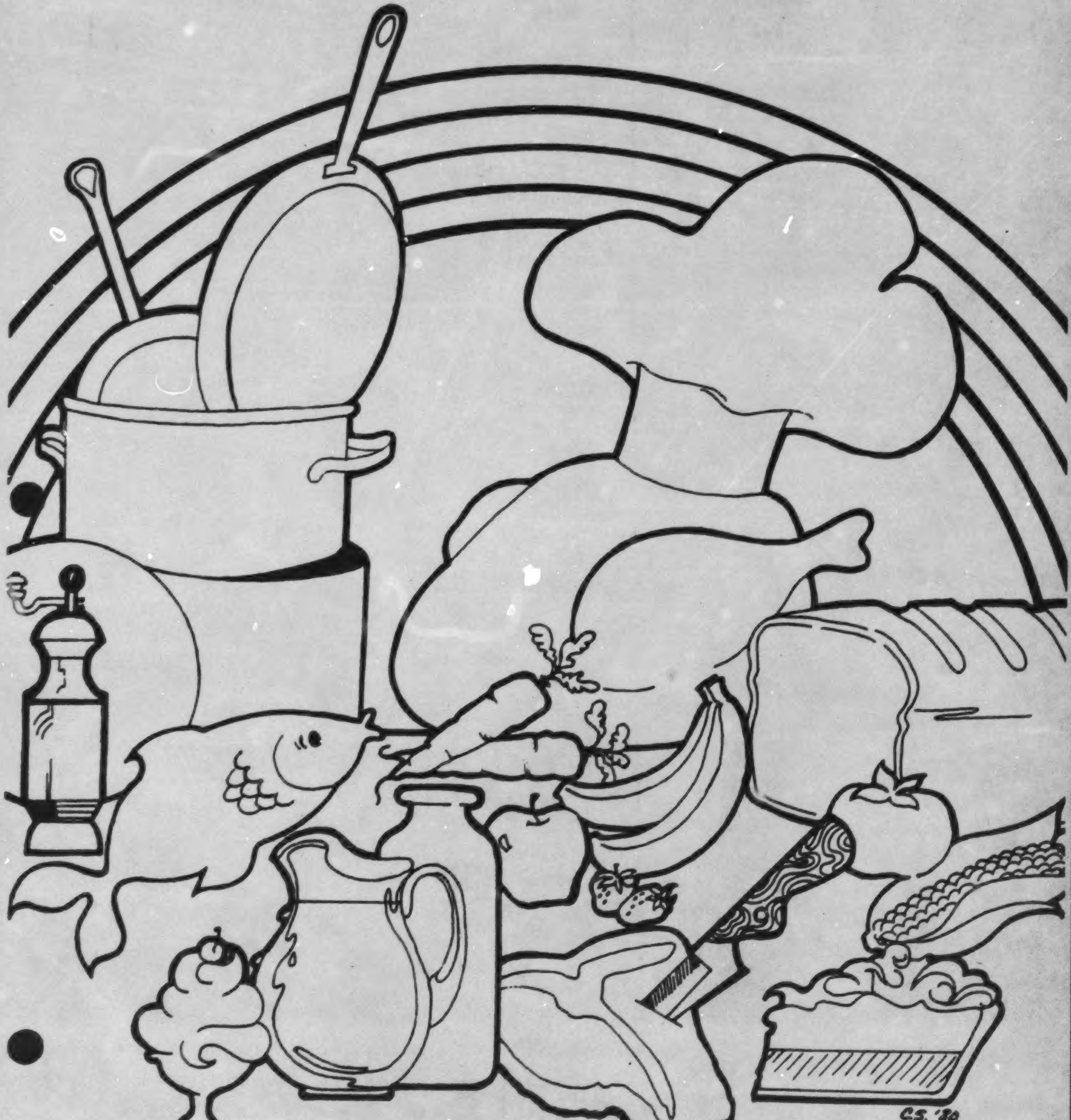
Unit Pricing* (Continued)

Item	Size of Package Used	Amt. in Case (or Amt. Purchased)	Price Per Case (or Per Purchased)	Price Per Unit
Corn starch	1-lb. box	24 boxes	6.90	___ per oz.
Eggs	1 egg	dozen	.85	___ each
Flour, all-purpose	100-lb. bag	100-lb. bag	14.95	___ per lb.
Ginger	1-lb. can	1-lb can	2.96	___ per oz.
Ham, boneless	1 lb.		1.79	
Lemons	1 lemon	1 doz.	1.00	___ each
Lobster meat, cooked	1 lb.		5.80	___ per oz.
Margarine	1-lb. print	30 lbs.	16.50	___ per lb.
Milk	qt.	1 gallon	1.29	___ per qt.
Mushrooms	1 lb.		.99	___ per oz.
Noodles	10-lb box	10-lb box	4.90	___ per lb.
Oil, olive	1 gal. can	1 can	10.61	___ per cup
Oil, salad	1 gal can	6 cans	36.50	___ per cup

*From Mathematics for Commercial Foods

Food Service Worker

MODULE 3: READ & CONVERT RECIPES



READ & CONVERT RECIPES

Competence Area: A. Basic Skills

Competency Statement: 3.00 Read and Convert Recipes

			Level
Tasks:	.01	Explain and use common recipe terms and abbreviations	Basic
	.02	Read and follow standardized recipe directions	Basic
	.03	Use accurate weighing and measuring techniques	Basic
	.04	Use appropriate equipment and utensils for weighing and measuring	Basic
	.05	Increase and decrease recipe ingredients	Basic

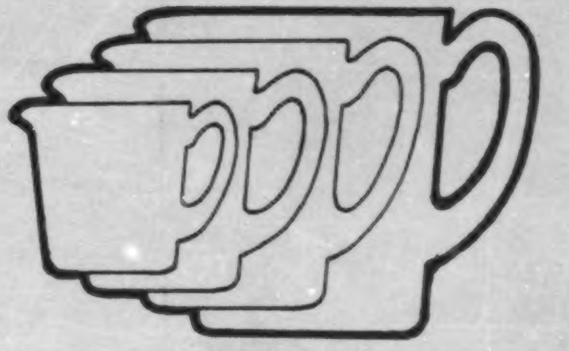
Specific Student Performance

1. Given a list of terms and abbreviations commonly used in standardized recipes, the student will accurately define the terms and identify the abbreviations.

2. Given necessary equipment supplies, the student will accurately weigh/measure 7 ingredients as directed.

3. Given a list of ingredients and measurements for a recipe, the student will accurately convert a recipe to increase and decrease the yield.

Prerequisites: Modules #1-2



(3) T.1
S.1

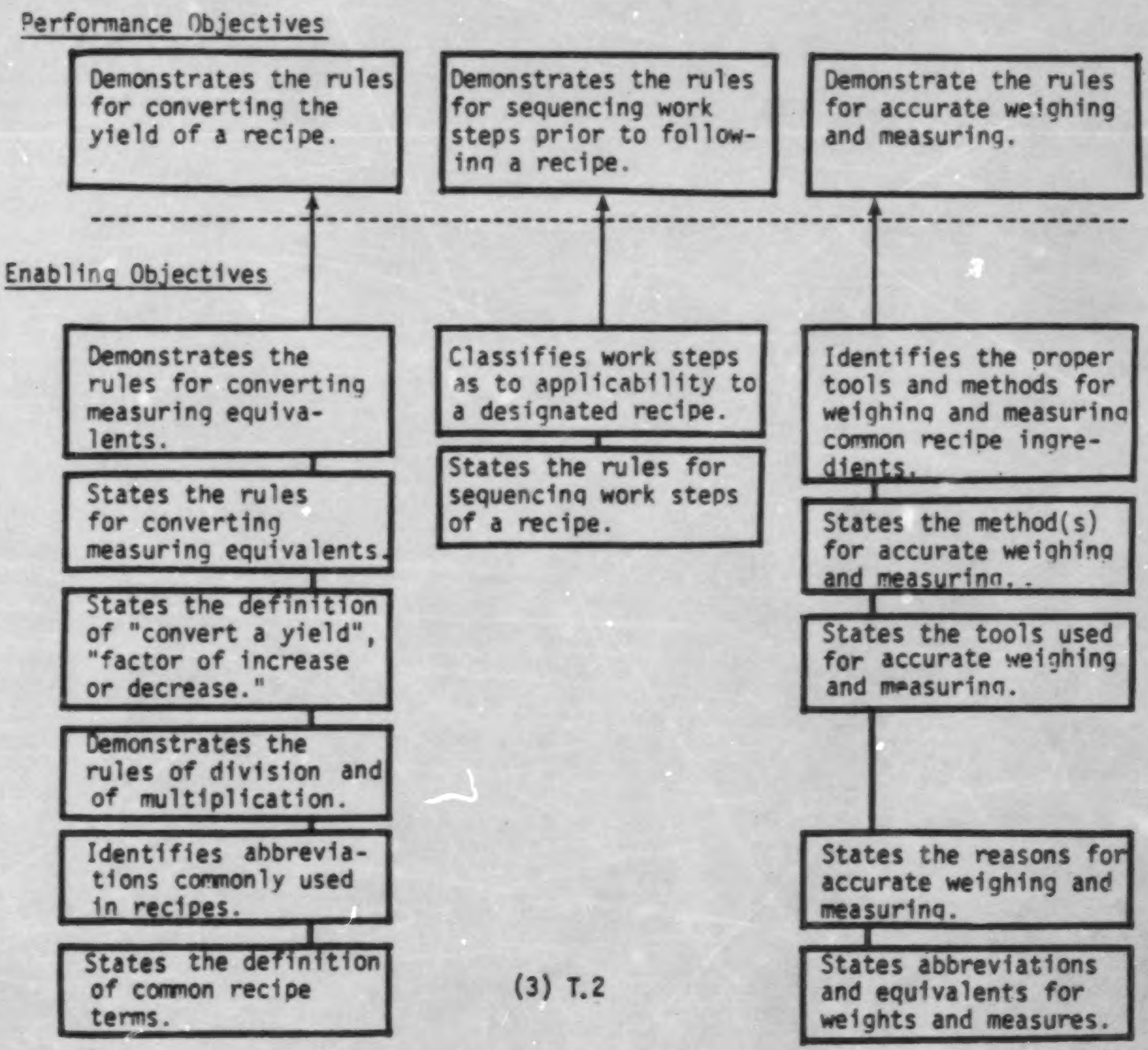
LEARNING HIERARCHY

Specific Student Performance

1. Given a list of terms and abbreviations commonly used in standardized recipes, the student will accurately define the terms and identify the abbreviations.

2. Given necessary equipment/supplies, the student will accurately weigh/measure 7 ingredients as directed.

3. Given a list of ingredients and measurements for a recipe, the student will accurately convert a recipe to increase and decrease the yield.



Performance Objectives

Demonstrates the rules for converting the yield of a recipe.

Demonstrates the rules for sequencing work steps prior to following a recipe.

Demonstrate the rules for accurate weighing and measuring.

Enabling Objectives

Demonstrates the rules for converting measuring equivalents.

States the rules for converting measuring equivalents.

States the definition of "convert a yield", "factor of increase or decrease."

Demonstrates the rules of division and of multiplication.

Identifies abbreviations commonly used in recipes.

States the definition of common recipe terms.

Classifies work steps as to applicability to a designated recipe.

States the rules for sequencing work steps of a recipe.

Identifies the proper tools and methods for weighing and measuring common recipe ingredients.

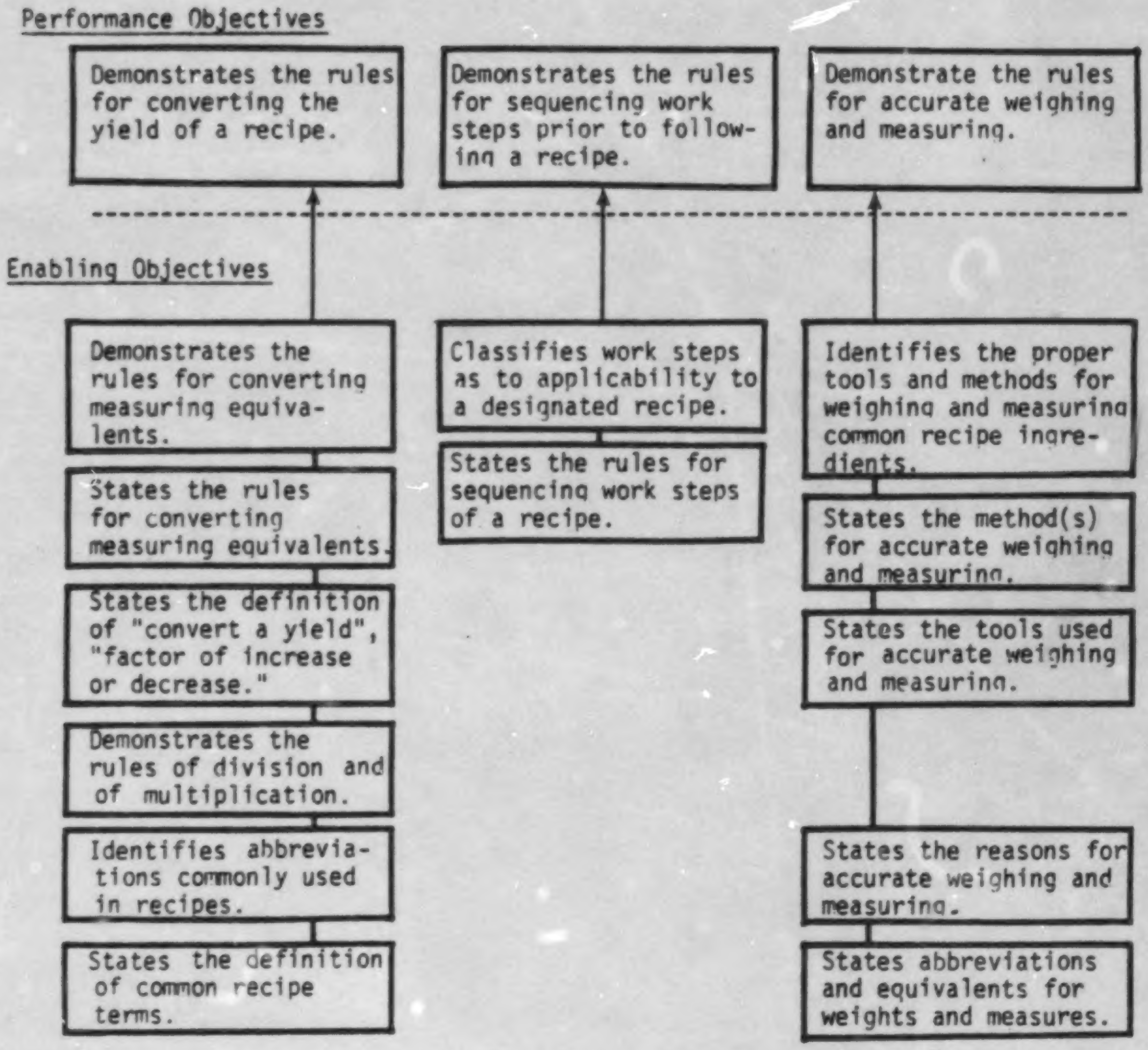
States the method(s) for accurate weighing and measuring.

States the tools used for accurate weighing and measuring.

States the reasons for accurate weighing and measuring.

States abbreviations and equivalents for weights and measures.

LEARNING HIERARCHY (Continued)



Performance Objectives

Demonstrates the rules for converting the yield of a recipe.

Demonstrates the rules for sequencing work steps prior to following a recipe.

Demonstrate the rules for accurate weighing and measuring.

Enabling Objectives

Demonstrates the rules for converting measuring equivalents.

States the rules for converting measuring equivalents.

States the definition of "convert a yield", "factor of increase or decrease."

Demonstrates the rules of division and of multiplication.

Identifies abbreviations commonly used in recipes.

States the definition of common recipe terms.

Classifies work steps as to applicability to a designated recipe.

States the rules for sequencing work steps of a recipe.

Identifies the proper tools and methods for weighing and measuring common recipe ingredients.

States the method(s) for accurate weighing and measuring.

States the tools used for accurate weighing and measuring.

States the reasons for accurate weighing and measuring.

States abbreviations and equivalents for weights and measures.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Complete activity #1 with someone else.
7. Study information sheet #2.
8. Complete worksheets #2 and #3.
9. Complete activity #2.
10. Read and study information sheets #3 and #4.
11. Complete worksheet #4.
12. Request post-test from instructor - complete. Consumable.
13. Turn completed work in to instructor.
14. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Introduce concept by discussing examples of recipe failure due to not reading terms, not recognizing abbreviations, not following directions, etc.
2. Direct students to take pre-test. Score.
3. Discuss objectives and vocabulary words with group.
4. Use information sheet #1 as a transparency to discuss steps in following a recipe. Go through a recipe, discussing procedure.
5. Direct students to read and study information sheet #1 .
6. Assign or let students draw terms to panomime to group, or let students devise game for matching up terms and definitions.
7. Direct students to complete worksheet #1. Check work. Discuss.
8. Direct students to study information sheet #2, and quiz one another.
9. Complete worksheets #2 and #3. Check answers.
10. Use a transparency to explain information sheets #3 and #4 to group. Use several practice examples.
11. Direct students to complete worksheet #4. Check answers.
12. Direct students to complete post-test. Collect and evaluate.
13. Have students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experience may need to be planned.

PROCESS SHEET (Continued)

Alternatives - Enrichment

I. Suggested Readings

   a. Exploring Professional Cooking, 1980 edition.
   b. Discovering Food, 1978 edition.
   c. Mathematics for Commercial Foods.
   d. Food Service Vocabulary, Cahner Books.
   e. Food Service Employee, Texas Tech.

II. Audio-Visual Aids

   a. Filmstrips - Food Service Skills and Equipment: Following Recipes
      (From Prentice-Hall Media, Inc., 150 White Plains Road, Tarrytown, NY 10591)
      - Kitchen Tools: Utensils and Measures
      - Kitchen Measurements
      (From Career Aids, Inc., 8950 Lurline Ave., Dept. V14, Chatsworth, CA 91311)

   b. Film loops - Measuring Techniques
      (From McGraw-Hill)

   c. Games - Measure Up
      - Don't Panic
      - Food Vocabulary Game
      (From NASCO, 901 Janesville Ave., Fort Atkinsin, Wisconsin, 53538)

III. Activities

   1. Make a collection of different recipes, showing different formats, abbreviations, etc.
   2. In small groups, have students make up their own case studies, exchange and have other groups work them.
   3. Identify equipment in the department used for weighing and measuring.
   4. Have each student demonstrate one way to measure or weigh an ingredient.
   5. Have groups prepare a table of conversion.

PRE-TEST

Read and Convert Recipes

I. Match the definition to the term by writing the letter in the blank at the left.

Recipe Terms

_____ 1. Dice
_____ 2. Blanch
_____ 3. Cut-in
_____ 4. Baste
_____ 5. Cream
_____ 6. Julienne
_____ 7. Render
_____ 8. Saute
_____ 9. Score
_____ 10. Proof

Definitions

a. To spoon liquid over food as it cooks.
b. To brown quickly in a small amount of fat.
c. To cut into small cubes.
d. To chop fat into small particles in dry ingredients by using two knives or a pastry blender.
e. To dip into boiling water.
f. To cook the grease out of animal fat.
g. To make thin parallel cuts in one or more directions on food surface.
h. To work one or more foods until soft and creamy.
i. To let yeast dough rise by sitting it in a warm moist place.
j. To cut foods into pieces the size and shape of match sticks.
k. To reduce to particles by cutting or crushing.

II. Match the recipe term to the abbreviation by writing the letter in the blank. A term may be used more than one time.

Abbreviation

_____ 1. t
_____ 2. tsp
_____ 3. T
_____ 4. Tbsp
_____ 5. f.g.
_____ 6. l
_____ 7. g
_____ 8. oz
_____ 9. EP
_____ 10. °F

Recipe Terms

a. Fahrenheit
b. edible portion
c. litre
d. five grams
e. teaspoon
f. gram
g. grains
h. few grains
i. feet
j. tablespoon
k. excellent product
l. ounce

PRE-TEST (Continued)

III. Convert the following weights and measures and fill in the blank with the correct number.

1. 3 t = ____________T = ____________mL
2. 16 T = __________c
3. 4 pt = _____________c
4. 1 l = _______________ml
5. 1000 g = ________________kg
6. 8 oz = _________________lb

IV. Circle the correct tool and technique for measuring 1 cup flour.

a. (liquid measuring cup) heap in cup; place cup on eye level; smooth off at desired level with spoon.

b. (dry measuring cup) sift flour; heap lightly in cup; level with straight edge knife or spatula.

c. (dry measuring spoon) spoon out 17 T of flour into bowl; do not sift; use heaping tablespoons.

d. (baker's scale) balance weights and scoop at desired ounces.

V. The following recipe yields 28-8 inch layer cakes. You need to make only 14 layers. Convert each ingredient to the decreased amount.

Ingredient	28=yield	14=yield
Water	5 ¼ pounds	
Shortening	2 ½ pounds	
Vanilla	1 ¼ ounces	
Flour (cake)	5 pounds	
Salt	2 ½ ounces	
Baking powder	4 ½ ounces	
Milk powder	10 ounces	
Granulated sugar	6 pounds	
Whole eggs	3 pounds	

*Directions: To Student: Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel you are able to perform these without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Complete activity #1 with someone else.
5. Read and study information sheet #2.
6. Complete worksheets #2 and #3.
7. Complete activity #2.
8. Read and study information sheets #3 and #4.
9. Complete worksheet #4.
10. Request post-test from instructor - complete.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further learning experiences may need to be planned.

VOCABULARY

1. Convert - To change the yield, either to increase or decrease.
2. Measure - To portion or estimate the amount of food by volume using standard equipment. Commonly used for liquids, wet foods, and some dry foods.
3. Portion - A serving of food, of a certain size. Use a measure to measure size control.
4. Weigh - To portion or estimate the amount of food by weight (poundage) using scales.
5. Yield - The number of servings to be expected from a recipe when followed.

#1

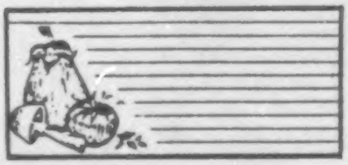
INFORMATION SHEET

A RECIPE tells you now to make a certain food dish. Recipes are often called formulas in food service because a formula tells how to put things together and how much to put of each thing. Recipes have been tested many times for accuracy and yield and when followed accurately will give good results each time. Recipes used in food service are standardized so that they will always give the same number of servings and produce the same product quality. Standardization eliminates the chance of human error as much as possible and assures the production of high quality food each day. Each food service business or food service chain has selected a method of writing recipes so that all of the recipes, for that business, have the same format.

A standardized recipe consists of several parts: the yield, needed equipment, weights and measurements, ingredients, directions for mixing, method of cooking, and special instructions.

How to follow a formula or recipe

1. Read the entire recipe carefully and thoroughly.
2. Be sure that you have all of the recipe ingredients required.
3. Be sure that you have all of the required cookware and utensils.
4. If using the oven, pre-heat the oven to desired temperature.
5. Assemble all ingredients.
6. Assemble all equipment and utensils.
7. Weigh and measure all ingredients as indicated.
8. Check to see that all ingredients are included and that measurement is correct.
9. Check your timing and watch your product until completed.
10. Maintain a clean work area.



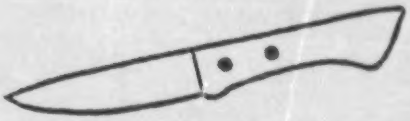
(3) T.8
S.3

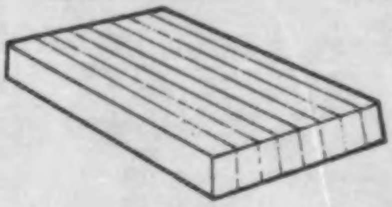
INFORMATION SHEET #1 (Continued)

Commonly Used Food Cooking Terms

1. Au gratin - Dishes prepared with a white sauce, topped with bread crumbs and cheese, then baked for a short period of time.
2. Bake - To cook by dry heat in an oven.
3. Barbecue - To cook by direct heat source; food may or may not be basted with a sauce or drippings during cooking.
4. Baste - To spoon liquid over food as it cooks; the liquid may be drippings from food.
5. Blanch - To dip into boiling water.
6. Braise - To cook slowly in a covered utensil in a small amount of liquid or in a steam.
7. Bread - To roll in bread, meal or cereal crumbs, such as breaded cutlets; similar to crumbing.
8. Broil - To cook by exposure to direct heat on a grill or over live coals.
9. Fry - To cook in fat.
10. Grill - To fry, saute, or toast on a solid heated surface or griddle; a form of pan-broiling.
11. Grease - To rub lightly with a fat, such as butter, margarine, salad oil or shortening.
12. Marinate - To soak an item in a marinade or sauce.
13. Pan-broil - To cook uncovered on a hot ungreased surface (usually a frying pan), pouring off fat and liquids as they accumulate.
14. Pan Fry - To cook in a small amount of fat.
15. Parbroil - To simmer until partially cooked.
16. Poach - To cook in a hot liquid, being careful to retain shape, as with poached eggs.
17. Reconstitute - To restore concentrated foods to their normal state usually by adding water. Examples: dried milk, frozen juice.
18. Render - To cook the grease out of animal fat.
19. Roast - To cook in an uncovered pan in an oven.
20. Saute - To brown quickly in a small amount of fat, turning frequently.
21. Scald - To heat milk or cream just below the boiling point until a scum forms on the surface.
22. Scallop - Thinly sliced layers of food sprinkled with flour, salt, pepper, bits of fat, or cheese; food is layered until baking dish has desired amount; liquid (vegetable juice or milk) is added; then food is baked in a slow oven.
23. Sear - To brown surface of meat by heating at high temperature for short time; adds color and flavor to meats.
24. Souffle - A baked dish that is made light by folding in stiffly beaten egg whites as with cheese souffle.
25. Simmer - To cook in a liquid at a temperature of about 185°F (85°C); bubbles form slowly and break below the surface.

26. Smother - To cover with sauces or vegetables. Example: smothered calf's liver is covered with onions.
27. Steam - To cook in steam with or without pressure.
28. Steep - To let stand in liquid below the boiling point in order to bring out flavor, color, and other qualities.
29. Stew - To cook beef and vegetables in liquid just below the boiling point.
30. Thicken - To cause a food to become firmer by the addition of eggs, flour, or other products and by cooking them for an additional period of time. Gelatin may be added to a hot food to make the food become firm when chilled.





Commonly Used Food Cutting Terms:

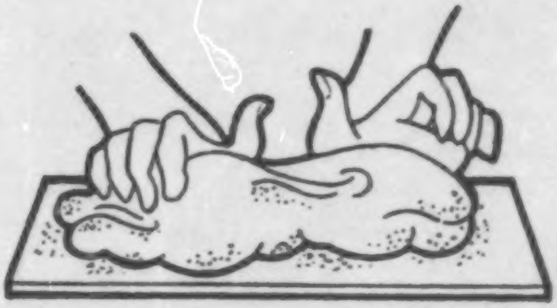
1. Chop - To cut into small pieces using a knife or some type of sharp tool.
2. Cube - To cut into squares about ½ inch in size.
3. Cut - To divide food into small irregularly shaped pieces.
4. Dice - To cut into small cubes.
5. Grate - To form flakes by rubbing food with pressure against a grater.
6. Grind - To reduce to particles by cutting or crushing.
7. Julienne - To cut foods, such as potatoes, cheese, meats and carrots, into pieces the size and shape of match sticks.
8. Mince - To cut or chop into very small pieces.
9. Pare - To cut off the outside covering with a knife or other utensil.
10. Puree - To force cooked foods through a strainer or to run them through a blender to make a thick, smooth pulp.
11. Score - To make thin parallel cuts in one or more directions on food surface.

Commonly Used Food Baking Terms:

1. Beat - To mix with an over-and-over motion using a spoon, rotary or electric beater.
2. Blend - To mix two or more ingredients until all are thoroughly combined.
3. Cream - To work one or more foods until soft and creamy by rubbing with the back of a spoon or other utensil against the side of the bowl or by beating with an electric mixer. In baking, this term is applied to the mixing of fat and sugar.
4. Cut-In - To chop fat into small particles in dry ingredients by using two knives or a pastry blender.

INFORMATION SHEET #1 (Continued)

5. Dust - To sprinkle lightly, usually with flour or sugar.
6. Fold-In - To blend ingredients by repeatedly cutting vertically down through the mixture with the edge of a spoon or spatula sliding the spoon or spatula across the bottom of the bowl and then turning the mixture over until the ingredients are just blended.
7. Knead - To press, fold, and stretch a dough, such as yeast bread or biscuits.
8. Mix - To combine ingredients.
9. Pre-heat - To heat an oven to the desired cooking temperature before putting in food.
10. Proof - To let yeast dough rise by setting it in a warm moist place (85°F).
11. Sift - To put dry ingredients through the sifter or fine sieve.
12. Wash - To brush a liquid, such as eggs or milk, over the top of a product before the product is baked. Also, to brush the top of a product with syrup after the product is baked and removed from the oven.



WORKSHEET #1

Directions: Look back through the list of terms and match the appropriate terms to the clues given below. Each description below will have several terms as answers.

1. Ways to cut up potatoes:
2. Ways to cook potatoes:
3. Terms that may require flour:
4. Terms that are associated with the oven:
5. Terms that are associated with cooking in a pot/pan on top of the range:
6. Terms for which special equipment has been designed:
7. Terms which require a knife to demonstrate:
8. Terms which are done to batters:
9. Ways of cooking meat:
10. Terms to indicate doing something to meat before cooking it:

Instructions for scoring:

Ask your instructor for the correct answers, score your worksheet. Seek out the explanation for any answers that you do not understand.

ACTIVITY #1

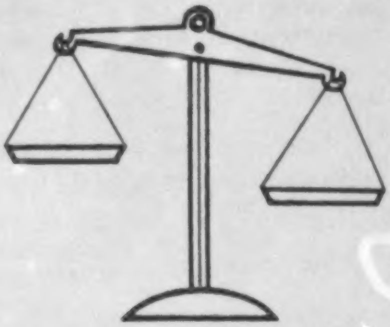
Study the preceeding terms. Ask a classmate to quiz you to see how well you know them.

#2 INFORMATION SHEET

Weighing Ingredients

A. Equipment used - scales

The two types of scales most commonly used are the portion-control scale and the baker's scale. The portion control scale is used to weigh individual servings or ingredients up to two pounds. On this scale, the ingredient (food) to be weighed is placed on a scale pan and a movable pointer ⟶ indicates the weight of the food. The baker's scale is used to weight ingredients up to four pounds. On this twin-platform scale, the ingredient (food) to be weighed is placed on one scale pan while a standardized metal weight is placed on the other scale pan. The weight of the food will equal the metal weight when the scale is balanced. NOTE! Reliable, standardized weights and scales are required for accurate weighing.



B. Foods commonly weighed - dry ingredients, especially in larger amounts.

C. Measurements used - ounces, pounds

Quantities of most dry ingredients are given in ounces and pounds. Weights are stated as purchased (A.P.) or in edible portions (E.P.)

D. Weigh according to directions on recipe and scales.

Measuring Ingredients

A. Equipment used - measuring spoons and cups, volume measures

A set of graduated measuring spoons is used for measuring very small amounts of dry or liquid ingredients. Each spoon has an amount stated on it such as: ¼ teaspoon, 1/3 teaspoon, ½ teaspoon, 1 teaspoon, or 1 tablespoon. Made from metal or plastic, these "nested" spoons may be leveled off for dry ingredients (with a flat, straight edge knife or spatula) or filled to the top with liquid without spilling over.

INFORMATION SHEET #2 (Continued)

Measuring cups are available for either dry or liquid ingredients. Graduated, dry measuring cups (made of stainless steel or aluminum) come in "nested" sets of four - ¼ cup, 1/3 cup, ½ cup and 1 cup. These must be filled with the dry ingredient and leveled off with a flat, straight edge knife or spatula. Glass or clear plastic liquid measuring cups are found in one cup and sometimes two or four cup sizes. The one cup size has lines at ¼ , 1/3 and ½ cup intervals. To use these, place the cup on a level surface and read the top of the liquid at eye level.

Some types of measuring cups, usually metal, are used for either liquid or dry ingredients. Made with a side handle and divided into quarters, they have a lip for easy pouring and come in cup, pint, quart, and gallon sizes. To use, place volume measure on level surface and fill to desired level/line.
NOTE! Use the largest appropriate measure for greater accuracy and efficiency! For example: Use a pint measure instead of a one cup measure two times.

B. Foods commonly measured

1. Wet ingredients
2. Some fruits and vegetables
3. Small amounts of dry ingredients

Abbreviations

Teaspoon = t
Tablespoon = T
Cup = c
Pint = pt
Quart = qt
Gallon = gal
Ounce = oz
Pound = lb or #
Peck = pk
Bushel = bu
Dozen = dz
Few grains = fg
Pinch = pch

Equivalents

3 t = 1 T
16 T = 1 c
2 c = 1 pt
2 pt = 1 qt
4 qt = 1 gal
16 weighed oz = 1 lb
8 fluid oz = 1 c
1 fl oz = 2 T
1 lb butter or margarine = 4 sticks

NOTE! Conversion tables are used to change weights to measures or measures to weights.

C. Measurements used -

1. Less than one teaspoon measures (¼, 1/3, ½, etc)
2. One teaspoon measure
3. One tablespoon measure
4. Less than one cup measures - liquid and dry (¼, 1/3, ½, etc)
5. One cup measure - liquid and dry
6. Pint measure
7. Quart measure
8. Gallon measure

Techniques Of Accurate Measuring

A. Dry ingredients

1. Heap measure with ingredient
2. Level off with flat, straight edge knife or spatula

NOTE! Sift flour before measuring. Pack brown sugar into cup before leveling off.

B. Wet ingredients

1. Place measure on flat level surface.
2. Pour ingredient into measure to desired level.
3. On eye level, check for correct amount.
4. Use largest appropriate measure.

Common Can Sizes

Approximately 3/4 cup
(16 fl. oz)
Used for frozen concentrated juices and individual servings of juice.

Approximately 1 cup
(7 3/4 fl. oz)
Used for some fruits. vegetables and specialty items.

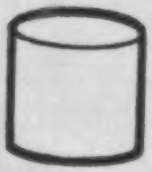
#1 (Picnic)
Approximately 1 1/4 cups 10 1/2 oz. (9 1/2 fl. oz)
Used for condensed soups, some fruits, vegetables, meat and fish products.

(3) T.15
S.10

INFORMATION SHEET #2 (Continued)

#300
Approximately 1 3/4 cups 15 1/2 oz. (13 1/2 fl. oz)
Used for specialty items and a variety of fruits, including cranberry sauce.

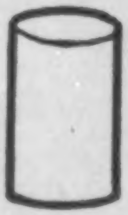
#303
Approximately 2 cups 1 lb. (15 fl. oz)
Used extensively for vegetables and some fruits.



#2
Approximately 2 1/2 cups 1 lb. 4 oz. (1 pt. 2 fl. oz)
Used for vegetables; many fruits and juices.

#2 -1/2
Approximately 3 1/2 cups 1 lb. 13 oz. (1 pt, 10 fl. oz)
Used principally for fruits and some vegetables.

#10
Approximately 12 cups 6 lb. 9 oz. (3 pts.)
The "institutional" or "restaurant" size container, most fruits and vegetables are packed in it. Not ordinarily available in retail stores.



46-oz.
Approximately 5 3/4 cups (1 qt. 14 fl. oz)
Used almost exclusively for juices.

WORKSHEET #2

Directions: In the following recipes, circle all of the abbreviations and write out the word for which it is meant.

Meat Loaf

Yield: 50-2 oz. Servings

Ingredients	Measures	Directions
Bread slices	1 lb	1. Beat bread and milk 2 min. in mixer on low speed, or soak bread in milk.
Milk	3 c	
Onions, chopped	1 c	2. Add remaining ingredients and mix 3 min. on low.
Celery, chopped	1 1/3 c	
Ground beef	8 lbs	3. Place 3 lbs. meat mixture in 5 greased loaf pans.
Salt	1 ½ T	
Worcestershire sauce	2 T	4. Bake 1 hr. at 190°C. Drain.
Parsley, chopped	¼ c	
Eggs	7	

Yellow Cake

Yield: 25

Ingredients	Measures	Directions
All purpose flour	15 ozs	1. Blend dry ingredients 5 min. at low speed.
Sugar	1 lb	
Nonfat dry milk	½ c	
Baking powder	2 Tbsp	
Salt	1 tsp	
Shortening	7 oz	2. Add fat, eggs, vanilla, and half the water to dry ingredients. Blend on low speed and beat 5 min. on high speed.
Eggs	4	3. Add remaining water and beat 2 min. Pour batter into greased baking pan (about 10 X 20 in.)
Vanilla	2 tsp	4. Bake at 350°F about 35 min. until done.
Water	1 ½ c	

(3) T.17
S.12

WORKSHEET #3

Directions: Below are terms commonly used in standardized recipes. In the blank space, see if you can write in the missing equivalent.

1. 1 cup = __________fluid ounces = _________pint = __________tablespoons
2. 1 quart = __________cups = ___________pints
3. 2 tablespoons = _______________teaspoons
4. 1 tablespoon = ______________teaspoons
5. 2 pints = __________ fluid ounces = ___________quarts
6. 1 pound = __________ounces
7. 1 pound butter or margarine = ________sticks = _________cups
8. 24 tablespoons = _______cups
9. 12 teaspoons = __________tablespoons
10. 32 ounces = _________pounds

ACTIVITY #2

I. Ask your instructor for necessary equipment and supplies to weigh the following dry ingredients as described in information sheet #2 (may use portion or baker's scale).

   a. flour - 4 Oz.
   b. sugar - 1 lb.

II. Ask your instructor for necessary equipment and supplies to measure the following dry and liquid ingredients as described in information sheet #2.

   a. 1 c water
   b. 4 oz. milk
   c. 2 T sugar
   d. ½ c brown sugar
   e. 1 c flour or cornmeal

#3 INFORMATION SHEET

The Metric System

Until the last ten to fifteen years, the United States has basically used the customary system of measurement while other countries employed the metric system. Now, to make a worldwide system of measurement possible, the United States is slowly converting to the metric system.

In the metric system (using multiples of ten), there are basic units for weight, volume, temperature, and length. For recipe use, the following are some common equivalents and/or conversion factors for weights and measures:

I. Weights

A. Abbreviations:
g = gram
mg = milligram
kg = kilogram

B. Equivalents:

Customary		Metric
1 oz	=	28.3 g
1 lb	=	453.6 g
2.2 lb.	=	1 kg

NOTE! 1000 mg = 1 g
1000 g = 1 kg

II. Volume (Measures) -

A. Abbreviations:
l = litre
ml = millilitre

B. Equivalents:

Customary		Metric
¼ t	=	1 ml
1 t	=	5 ml
1 T	=	15 ml
½ c	=	125 ml
1 c	=	250 ml
1 qt	=	1000 ml or 1 l
33.8 fld oz	=	1 l

NOTE! 1000 ml = 1 l

INFORMATION SHEET #3 (Continued)

III. Temperature

A. Abbreviation : c = Celsius

B. Equivalents:
200° Fahrenheit = $100^{\circ}C$
300° F = $150^{\circ}C$
350° F = $180^{\circ}C$
400° F = $200^{\circ}C$
500° F = $260^{\circ}C$

IV. Length: The metric unit is metre. However, not needed for recipe usage.

CONVERSION TABLE

Dry Weight	multiply by	Liquid Measure	multiply by
1. ounces to grams	28.350	1. ounces to mililitres	29.573
2. pounds to grams	454	2. pints to litres	0.473
3. pounds to kilograms	0.454	3. quarts to litres	0.946
4. grams to ounces	0.035	4. gallons to litres	3.785
5. grams to pounds	0.002	5. mililitres to ounces	0.034
6. kilograms to pounds	2.2	6. litres to pints	2.1
		7. litres to quarts	1.056
		8. litres to gallons	0.264

Temperature

Fahrenheit to Celsius: degree C = $5/9 \times (F - 32)$

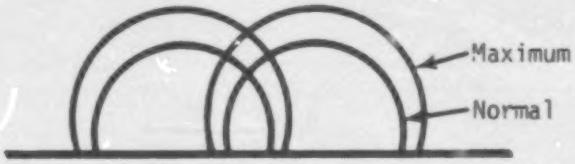
Celsius to Fahrenheit: degree F = $(9/5 \times C) \div 32$

#2 INFORMATION SHEET

Locate Activity In Normal Work Area

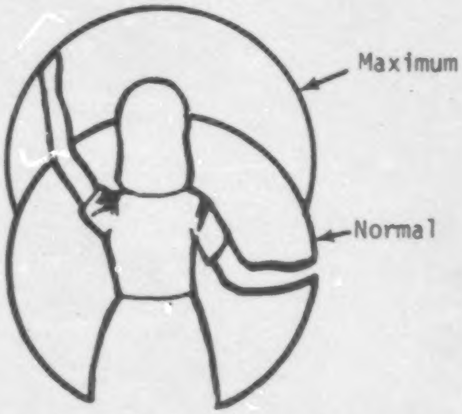
The space on the work surface where work is performed with the least amount of energy is called the normal horizontal work area. To find your normal horizontal work area, make an arc over the work surface by holding your upper arm close to the side and swinging from the elbow.

Most work involves the use of both hands. The space covered by the arcs is your total normal work area. The work space in which work is done with an average amount of energy is called the maximum horizontal work area. To find your maximum work area, make an arc over the work surface by extending your full arm outward and swinging from the shoulder.



Work performed in the maximum work area uses more energy, while work performed in the normal work area uses less energy. Work that is done outside the normal and maximum work areas causes body strain.

Each hand also has a vertical work space. To find your vertical work area make an arc by holding the upper arm close to your side and swinging the lower arm both up and down in a circle.



Normal vertical work area is the space that should be used to store frequently used and heavy items. Maximum vertical space should be used to store less frequently used items.

(4) T.11
S.8

#4 INFORMATION SHEET

Converting A Recipe (increasing or decreasing the yield)

Most stardardized recipes used in food service will yield 25, 50, or more servings. There are occasions when you need to prepare fewer servings than the recipe is written for or you need to prepare more servings than called for. To do this, you must convert the recipe to the yield you want. When you convert a recipe, you change the quantity of each ingredient. You either decrease or increase it by the same amount as you wish to increase or decrease the yield. This amount is called the factor.

To convert a recipe, use the following steps:

1. Find the factor of increase or decrease: Divide the number of servings you want by the yield listed on the recipe.

   Example: The recipe you plan to use yields 50 servings. You wish to serve 20. Therefore, 20/50 = .40 or 40 percent.

   The factor of decrease is .40

   Example: The recipe you plan to use will serve 50. You wish to serve 70. Therefore, 70/50 = 1.40 or 140 percent.

   The factor of increase is 1.40

2. Convert all recipe measurements to equivalents in ounces or tablespoons.

   Example: The recipe calls for 2 pounds of flour
   Convert pounds to ounces. 2 X 16 = 32 oz.

3. Convert the measurements of each ingredient in the original recipe by multiplying by the factor of increase or decrease.

   Example: To serve 20 from a recipe for 50 portions calling for 2 lbs. of flour 2 lbs. x 16 oz. flour x .40 = 12.8

   NOTE! To increase or decrease, divide the number of portions you have into the number of portions you want.

÷ × =

(3) T.21
S.16

WORKSHEET #4

I. Below are terms used in metric measurement. In the blank spaces provided see if you can write the missing equivalent.

1. 4.4 lb = ________ kg
2. 8 fld oz = ____________ c = ____________ ml
3. 3 t = ____________ T = ____________ ml
4. 100°C = ____________ °F
5. 1 ml = ____________ t

II. Using the conversion table in Information Sheet #3, fill in the blanks below with the correct answer.

1. 32 ozs = ________ g = ________ lbs
2. 3 ozs = ____________ ml = ____________ l
3. 45°F = ____________ °C
4. 2.3 l = ____________ pt.
5. 76°C = ____________ °F.

III. Convert the following recipe to more/fewer servings. Compute the amounts needed for the number of servings indicated in the empty columns. Check your answers with your instructor.

MEAT LOAF

	Measure		
Ingredients	50 servings	100 servings	25 servings
Bread	1 lb		
Milk	3 c		
Onion, chopped	1 c		
Celery, chopped	1 c		
Ground beef	8 lbs		
Salt	1½ Tbsp		
Worcestershire Sauce	2 Tbsp		
Parsley, chopped	½ c		
Eggs	7		

POST-TEST

Read and Convert Recipes

I. Define the terms listed below.

1. Saute -
2. Broil -
3. Bake -
4. Scald -
5. Dice -
6. Pare -
7. Knead -
8. Fold-in -
9. Weigh -
10. Measure -

II. Write in the correct abbreviations for the following weights and measures.

1. Teaspoon = ________
2. Tablespoon = ______
3. Cup = ______
4. Pound = ______
5. Ounce = ______
6. Litre = _______
7. Gram = ________

III. Complete the following chart of equivalents. (If necessary, ask your instructor for a conversion chart.)

1. 1 T = _____t
2. 1 c = _____T
3. 1 c = _____fld ozs
4. 1 pt = _____c
5. 1 qt = _______pt
6. 1 gal = ______pt
7. 1 lb. = _______ozs (dry)
8. 453.6 g = _____lb
9. 2.2 lb = ________kg
10. 1 t = _______ml
11. 1 c = ________ml
12. 200°F = _________°C

C

CONSUMABLE

POST-TEST (Continued)

IV. Select from the list below techniques of accurate weighing and measuring. Circle the letters of the correct answers.

a. Heap dry measure with food.
b. Level off food using spatula or straight-edge knife.
c. Pour liquid into measure until it overflows; then measure liquid.
d. Use largest appropriate measure to prevent error.
e. Use smallest appropriate measure to be more accurate.
f. Read at eye level.
g. Pack dry measure tightly to measure accurately.
h. Balance scale pans.
i. Weight of food should equal the metal weights.
j. One scale pan should be up when the other is down.

V. Using the recipe below for Meat Patties, increase the yield to serve 100, then decrease to serve 30.

MEAT PATTIES

Bake: 25-30 min.
Oven: 375°F (190°C)

Yield: 50 patties
Portion: 5 oz.

Amount	Ingredient	Method
12 lb	Meat, ground	Combine all ingredients carefully. Do not overmix. Measure with #8 dipper. Form into patties. Place on sheet pan. Bake.
8 oz	Bread crumbs	
12	Eggs, beaten	
3 T	Salt	
2 t	Pepper	
1 oz	Onion, grated	
1½ c	Milk	

Ingredients	Measure to 100	Measure for 25
Meat, ground		
Bread crumbs		
Eggs, beatne		
Salt		
Pepper		
Onion, grated		
Milk		

VI. Using the Meat Patties recipe, list the steps that you would take to follow the recipe, listing equipment and supplies needed. Use the back of this sheet to write your answers.

FINAL CHECKOUT PERFORMANCE EVALUATION

Read and Convert Recipes

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Explain and use common recipe terms and abbreviations.			
2. Read and follow standardized recipe directions.			
3. Use accurate weighing and measuring techniques.			
4. Use appropriate equipment and utensils for weighing and measuring.			
5. Increase and decrease recipe ingredients.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK ✓✓✓

PRE-TEST

I. (1) c, (2) e, (3) d, (4) a, (5) h, (6) j, (7) f, (8) b, (9) g, (10) i

II. (1) e, (2) e, (3) j, (4) j, (5) i, (6) c, (7) f, (8) 1, (9) b, (10) a

III. (1) 1, 15; (2) 1, (3) 8, (4) 1000, (5) a, (6) ½

IV. b

V. Water - 2 3/5 bls.
Shortening - 1 1/4 bls.
Vanilla - 5/8 ozs.
Flour (cake - 2 1/2 lbs.
Salt - 1 1/4 ozs.
Baking powder - 2 1/8 ozs.
Milk powder - 5 ozs.
Granulated sugar - 3 lbs.
Whole eggs - 1 1/2 lbs.

WORKSHEET #1

(1) Chop, cube, dice, grate, grind, juilienne, mince
(2) Au gratin, bake, fry, scallop
(3) Au gratin, scallop, thi ken, dust, sift
(4) Bake, barbecue, baste, braise, broil, roast, au gratin, scallop, souffle, pre-heat
(5) Baste, blanch, braise, fry, grill, pan-broil, pan-fry, parboil, poach, render saute, scald, sear, simmer, smother, steam, steep, stew.
(6) Barbecue, baste, blanc , fry,broil, grill, poach, grind, pare, puree, beat, cut-in, sift.
(7) Chop, cube, cut, dice, lienne, mince, pare, score, cut-in
(8) Beat, blend, cream, fold-in, mix, bake
(9) Au gratin, scallop, bake, barbecue, braise, broil, fry, grill, pan-broil, pan-fry, smother, stew
(10) Bread, marinate, render, sear, cube, cut, grind,score

WORKSHEET #2

lb = pound, min = minutes, c = cup, T = tablespoon, hr = hour, °C = Celsius, ozs = ounces, min = minutes, lb = pound, c = cup, Tbsp = tablespoon, tsp = teaspoon, in = inches, °F = Fahrenheit

WORKSHEET #3

(1) 8, 1/2, 16; (2) 4, 2; (3) 1; (4) 3; (5) 32; (6) 16; (7) 4, 2,; (8) 1/4; (9) 1 1/2; (10) 4; (11) 6; (12) 2

WORKSHEET #4

I. (1) 2; (2) 1, 250; (3) 1, 15; (4) 200; (5) 5

II. (1) 907, 1.8; (2) 89, .089; (3) 7; (4) 4.8; (5) 169

III.

	100	30
Bread	2 lb	1/2 lb
Milk	6 c	1 1/2 c
Onion	2 c	1/2 c
Celery	2 c	1/2 c
Ground Beef	16 lb	4 lbs
Salt	3 Tbsp	3/4 Tbsp
Worchestershire sauce	4 Tbsp	1 Tbsp
Parsley	1/2 c	1/2 c
Eggs	14	3

POST-TEST

I. (1) Saute - To brown quickly in a small amount of fat, turing frequently
(2) Broil - To cook by exposure to direct heat on a grill or over live coals.
(3) Bake - To cook by dry heat in an oven.
(4) Scald - To heat milk or cream just below the boiling point until scum forms on the surface.
(5) Dice - To cut into small cubes.
(6) Pare - To cut off the outside covering with a knife or other utensil.
(7) Knead - To press, fold and stretch a dough, such as a ueast bread or biscuits.
(8) Fold-in - To blend ingredients by repeatedly cutting vertically down through the mixture with the edge of a spoon or spatula, sliding the spoon or spatula across the bottom of the bowl and then turning the mixture over until blended.
(9) Weigh - To measure food by using scales.
(10) Measure - To measure food by volume using measuring equipment; most commonly used for liquids, wet foods, and some dry foods.

II (1) t, (2) T, (3) c, (4) lb, (5) oz, (6) 1, (7) gm

III (1) 3, (2) 16, (3) 8, (4) z, (5) z, (6) 4, (7) 16, (8) 1, (9) 1, (10) 5, (11) 250, (12) 100

IV. a, b, d, f, h, i

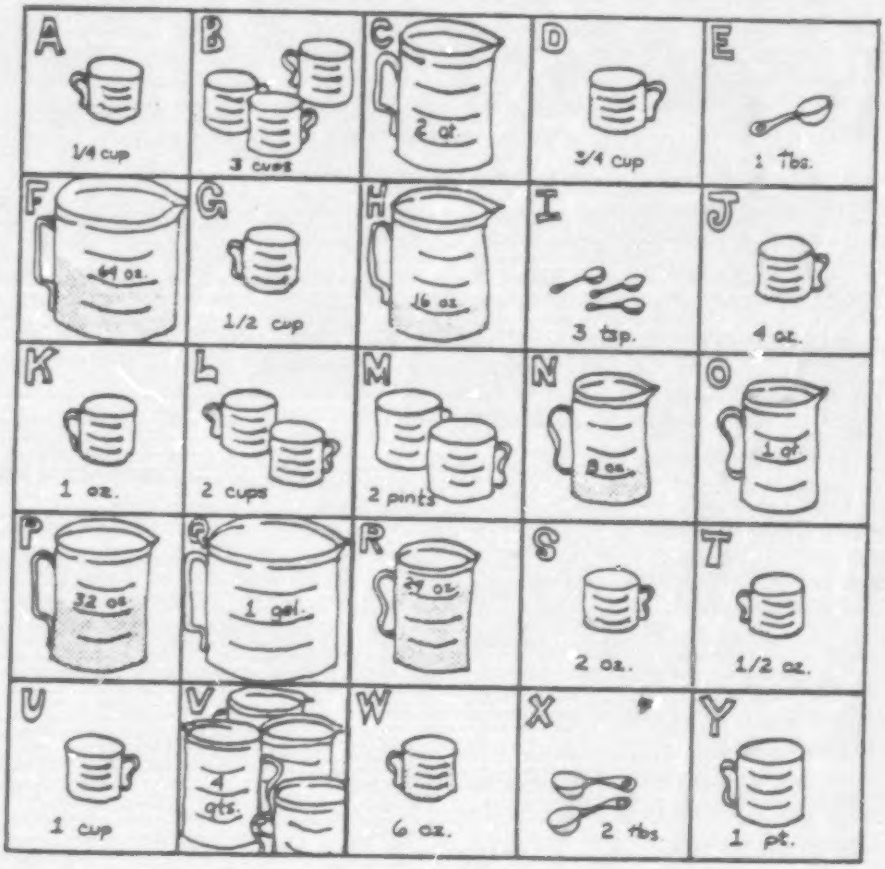
WORKSHEET & EVALUATION KEY (Continued)

V.

	100	25
Meat	24 lb	6 lb
Bread crumbs	1 lb	4 oz
Eggs	24	6
Salt	6 T	1 1/2 T
Pepper	4 t	1 t
Onion	2 oz	1/2 oz
Milk	3 c	3/4 c

A Puzzle For You*

Here is a chart full of measurements. Each is equal to one or more of the other measurements. Fill in the letters of any other measurements equal to those of the letters listed below.


A
1/4 cup
B
3 cups
C
2 qt
D
3/4 cup
E
1 Tbs.
F
64 oz.
G
1/2 cup
H
16 oz
I
3 tsp.
J
4 oz.
K
1 oz.
L
2 cups
M
2 pints
N
8 oz.
O
1 qt
P
32 oz
Q
1 gal.
R
24 oz
S
2 oz.
T
1/2 oz.
U
1 cup
V
4 qts.
W
6 oz.
X
2 tbs
Y
1 pt.

Ex. A. 5 F. ___ K. ___ P. ___ U. ___

B. ___ G. ___ L. ___ O. ___ V. ___

C. ___ H. ___ M. ___ R. ___ W. ___

D. ___ I. ___ N. ___ S. ___ X. ___

E. ___ J. ___ O. ___ T. ___ Y. ___

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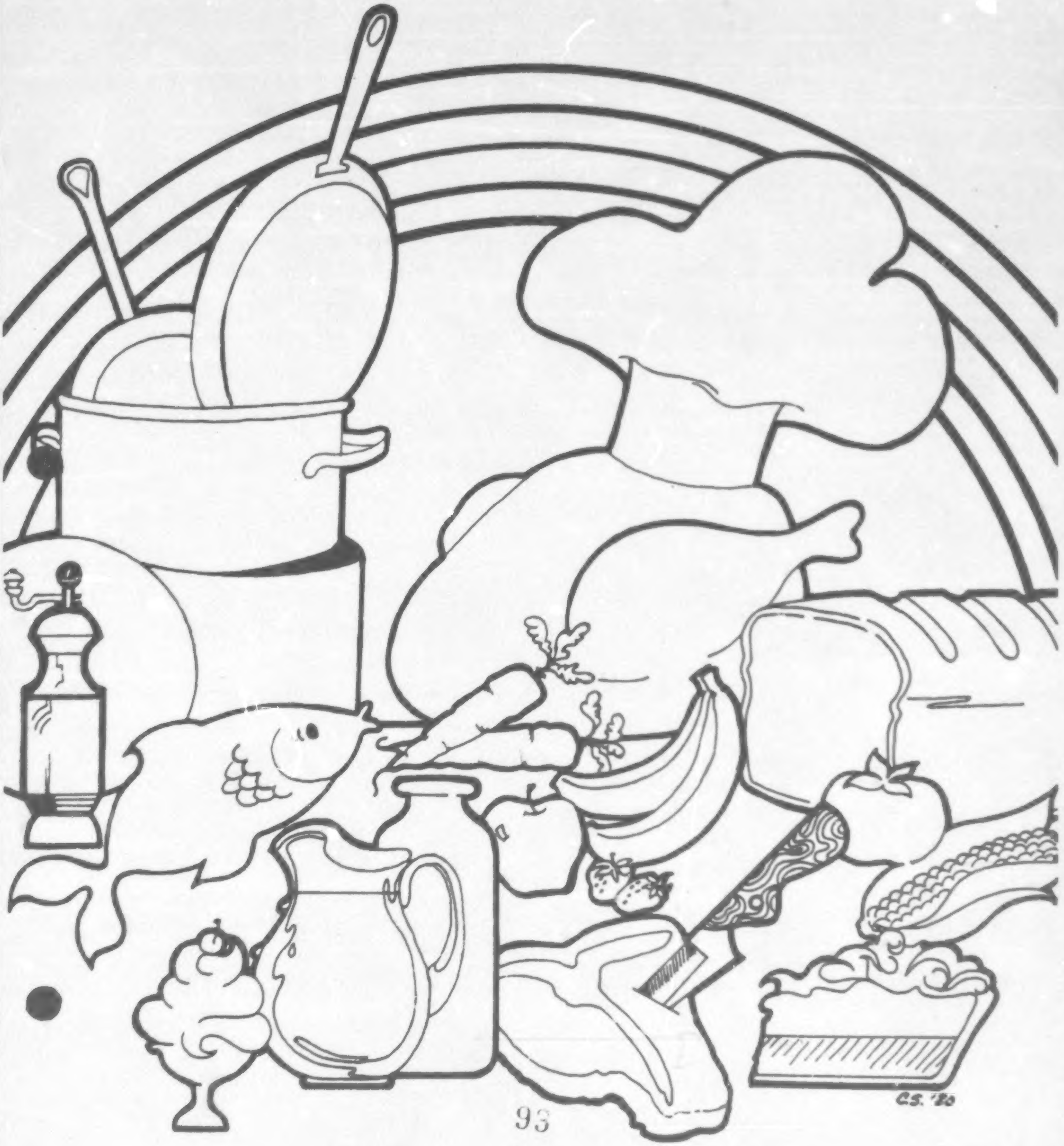
*From Mathematics for Commercial Foods

Food Service Worker

MODULE 4: WORK SIMPLIFICATION



WORK SIMPLIFICATION

Competence Area: A. Basic Skills

Competency Statement: 4.00 Simplify Work

			Level
Tasks:	.01	Make rhythmic and smooth flowing motions	Basic
	.02	Make both hands productive at the same time	Basic
	.03	Make hand and body motions few, short, and simple	Basic
	.04	Maintain comfortable and productive working positions and conditions	Basic
	.05	Locate activity in normal work area	Basic
	.06	Locate materials for efficient sequence of motions	Basic
	.07	Use the best available equipment for the job	Basic

Specific Student Performance

Given a job to perform, the student will correctly and efficiently use work simplification techniques to meet the requirements of the assigned job.

Prerequisites: Modules #1-3

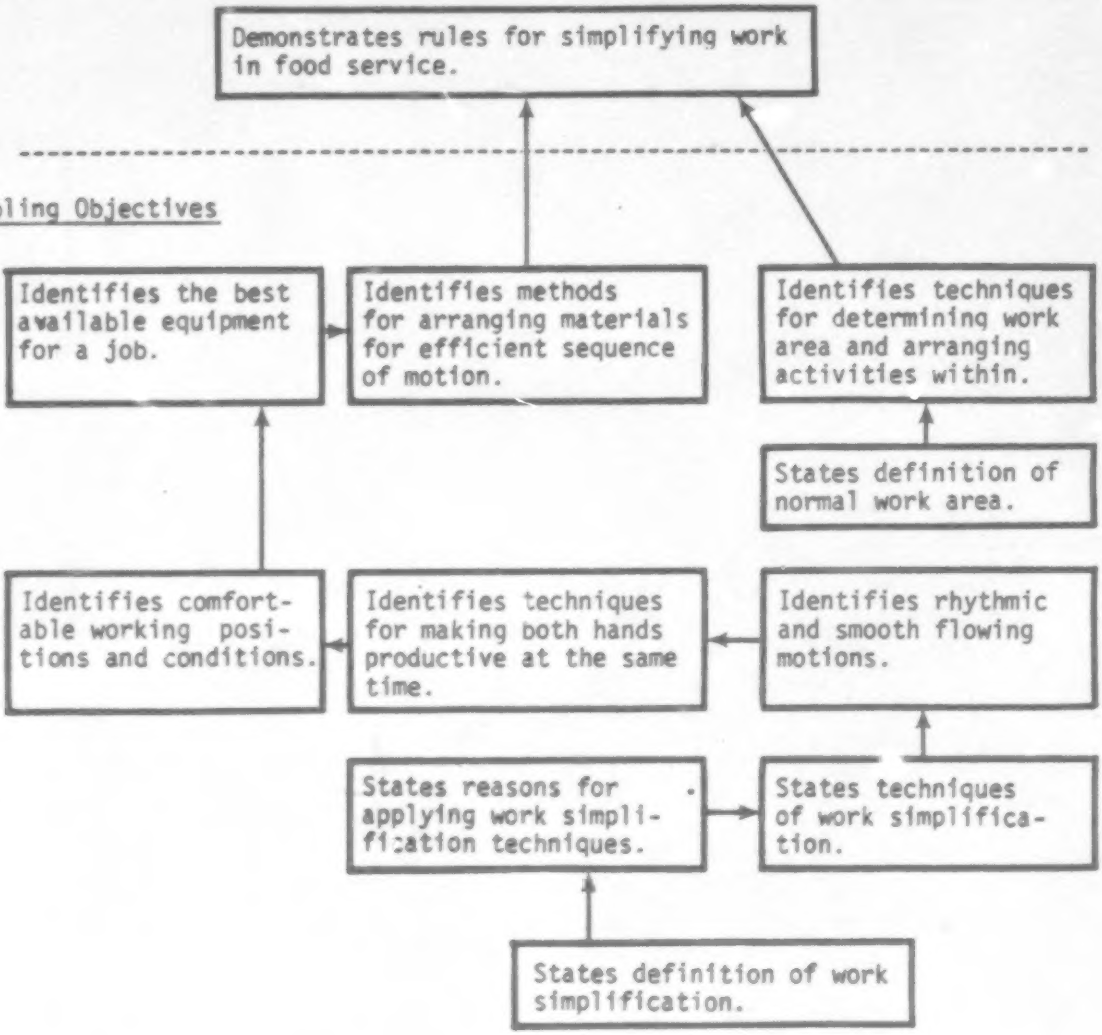
(4) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given a job to perform, the student will correctly and efficiently use work simplification techniques to meet the requirements of the assigned job.

Performance Objective



Demonstrates rules for simplifying work in food service.

Enabling Objectives

Identifies the best available equipment for a job.

Identifies methods for arranging materials for efficient sequence of motion.

Identifies techniques for determining work area and arranging activities within.

States definition of normal work area.

Identifies comfortable working positions and conditions.

Identifies techniques for making both hands productive at the same time.

Identifies rhythmic and smooth flowing motions.

States reasons for applying work simplification techniques.

States techniques of work simplification.

States definition of work simplification.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheets #2 and #3. Consumable.
8. Complete activity #1.
9. Request post-test from instructor - complete. Consumable.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct each student to complete pre-test.
2. Go over objectives and vocabulary with the class.
3. Demonstrate information on information sheet #1. Divide class into small groups and let them perform time study on the right way and wrong way to wipe off a table, make biscuits etc. Use worksheet #1 as a transparency.
4. Demonstrate information on information sheet #2. Divide class into small groups to brainstorm ways to maintain comfortable working positions and conditions.
5. Have each student to determine his/her own normal and maximum work area.
6. Divide class into small groups and assign kitchen equipment to each group. The group demonstrates the use and care of the equipment. Each student should complete worksheets #2 and #3.
7. Direct each student to complete post-test. Collect and evaluate.
8. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

For more detailed information on Work Simplification:

Work Simplification in Food Service: Individualized Instruction
by Lynne Nannen Ross
(From The Iowa State University Press, Ames, Iowa 50010)

CONSUMABLE

PRE-TEST

Simplify Work

Directions: Read the statements below carefully. If it is true, write "True" in the blank provided. If false, write "False."

_____ 1. Smooth, curved motions make use of the natural force of the arm.
_____ 2. It is better to use short back and forth strokes to wipe off a table.
_____ 3. It is easier and faster to wash off a table using a circular stroke.
_____ 4. It is more tiring to use a smooth, continuous stroke.
_____ 5. Your hands should work apart from each other.
_____ 6. Motions of the hands should be exactly the same when performing a task.
_____ 7. It is easier to use both hands when making pear salad.
_____ 8. When buttering bread, it is faster to spread butter on each separate piece.
_____ 9. Each motion of the body should use the least possible time and energy.
_____10. The fastest way to make biscuits is to roll them out on the baking sheet.
_____11. A pie marker divides a pie into equal parts.
_____12. When marking pies, only mark one at a time and then cut the pie.
_____13. You should cut a meringue pie straight across from edge to edge.
_____14. A regular pie is cut from the center out to the edge.
_____15. The body is the most used piece of equipment in performing work.
_____16. The spine should be held straight to prevent fatigue.
_____17. If a table is too high for working on, one way to lower the table is to cut off the legs.
_____18. Proper arrangement of supplies and equipment in the work area is very important in conserving time and energy.
_____19. A paring knife is useful for buttering toast.
_____20. The space on the work surface where work is performed with the least amount of energy is called the normal work area.

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read information sheet #1.
3. Complete worksheet #1.
4. Read information sheet #2.
5. Complete worksheets #2 and #3.
6. Complete activity #1.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Fatigue - Physical or mental exhaustion; weariness.

2. Horizontal - Flat or even with the horizon of the earth.

3. Humidity - Moistness in the air.

4. Pie Marker - Metal or plastic pie shaped frame that is divided into an equal number of pie pieces. Used to measure and cut a pie.

5. Rhythmic - Regular movement of action; (example: beat to music).

6. Sequence - One thing following after another in a logical order.

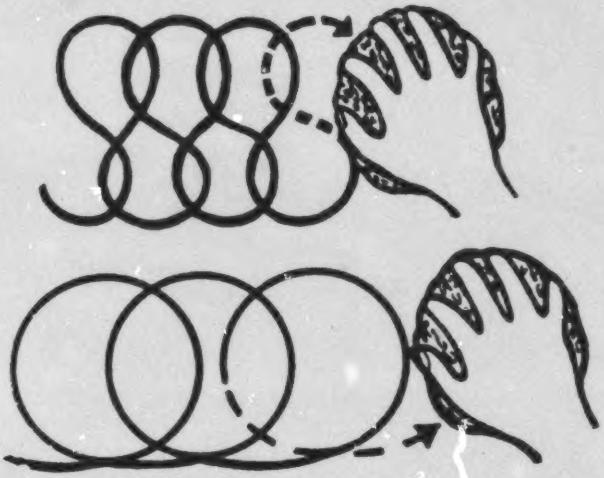
7. Vertical - That which rises in a straight line so as to form a right angle with the horizon.

#1 INFORMATION SHEET

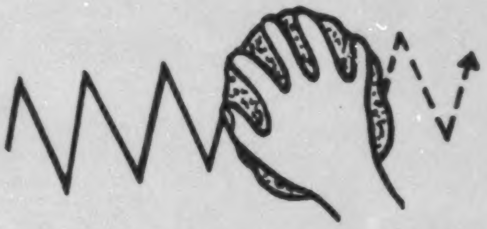
Work simplification techniques help to make a more efficient food service operation, by making better use of available resources (including equipment, time and the employee's energy). Therefore, work simplification lowers costs. Work simplification: (1) eliminates unnecessary work, (2) combines operations or tasks, (3) improves work sequences and (4) simplifies operations or tasks. Work simplification can be used to make any job easier and faster.

Make Rhythmic And Smooth-Flowing Motions

Smooth, curved motions make use of the natural force of the arm. Overlapping figure-eight strokes and circular motions require less energy than short back and forth strokes.



RIGHT WAY



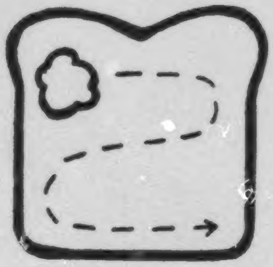
WRONG WAY

Examples:

1. It is easier and faster to wash off a table using a circular or figure eight stroke.
2. Frosting a cake or stirring is easier and faster using a circular or figure eight stroke.

INFORMATION SHEET #1 (Continued)

A smooth, curved stroke can also be used in preparing sandwiches.



Place a scoopful of filling mixture on a slice of bread and spread it evenly to the edges. Use the smooth stroke demonstrated in the example to the left.

It is less tiring to use a smooth, continuous stroke. Avoid stops and sudden changes in direction, as these will cause fatigue.

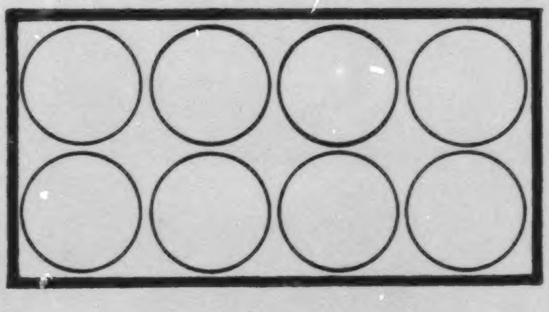
Make Both Hands Productive at the Same Time

Your two hands should work together, beginning and ending motions at the same time. The motions of the hands should be exactly the same when performing a task. For example, while the left hand is moving from A to B, the right hand should be moving from X to Y.

A ⟶ B   Y ⟵ X

In many tasks you can double your productivity by using both hands. There is less body strain when the hands work together than when they work apart.

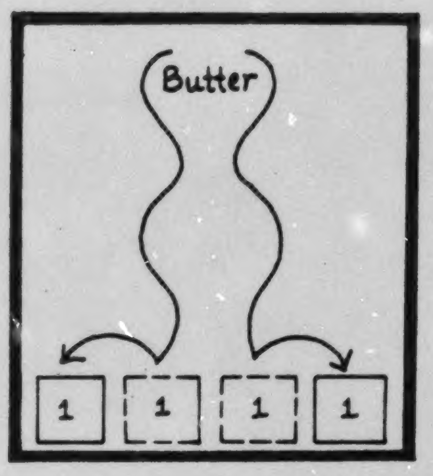
One example for using both hands at the same time is in the preparation of salads. Making a pear salad with cherry garnish can be done more efficiently by using both hands.

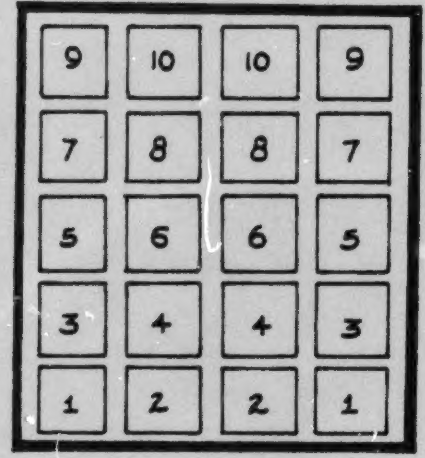


Place a pear half in each hand. Place one on each salad plate. When all the pears have been placed, garnish with a cherry using the same method.

INFORMATION SHEET #1 (Continued)

Another task which can be done using both hands is buttering bread for grilled cheese sandwiches. The first step is to place and spread butter into the pan. Pick up 4 slices of bread in each hand. Place the first two in the center of pan and then draw them to the outside of the pan. Continue the process.





Make Hand and Body Motions Few, Short, and Simple

Each motion of the body should use the least possible time and energy. When it is possible to do a task by using a hand motion, do not use the whole arm. When it is possible to do a task by using the arm motion do not use the whole body.

An example in which motions could be saved might be in the cutting of biscuits. The usual steps in preparing biscuits are:

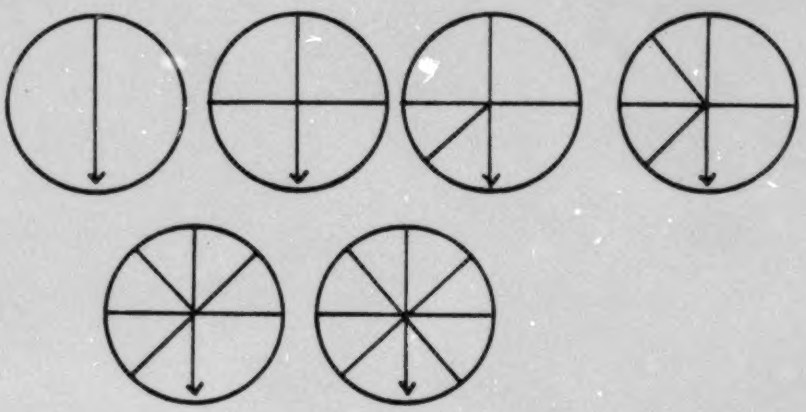
1. biscuits are worked on a floured board.
2. dough is rolled out with a rolling pin to the desired thickness.
3. dough is cut with a biscuit cutter.
4. biscuits are picked up and placed on baking sheet.
5. scrap is rerolled, cut and placed on the baking sheet.

To cut down time and energy in the preparation of biscuits:

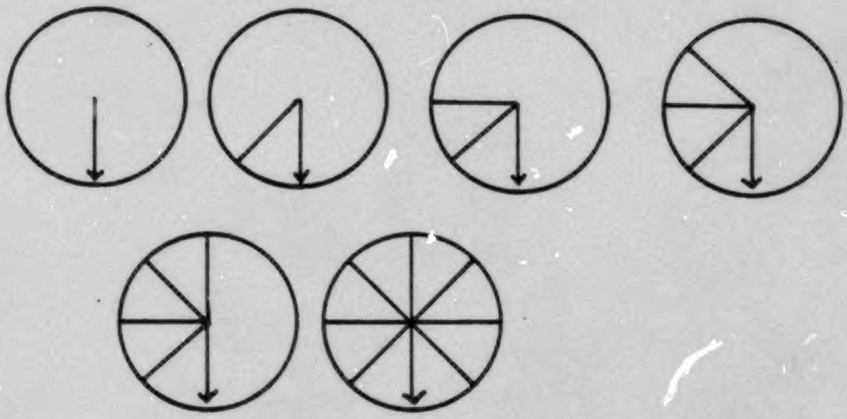
1. roll out the dough directly on the baking sheet (rectangular shape).
2. cut the dough into squares or other shapes with a knife.
3. separate the dough so the browning will be even.

INFORMATION SHEET #1 (Continued)

Pie is one of the most difficult foods to portion evenly unless a marker is used. A pie marker saves time and energy and assures that each piece of pie will be exactly the same size. Mark several pies at one time to avoid multiple handling. The next step is to cut the pies. One good method is to cut completely across the pie in one stroke. Then turn the pie a quarter turn and cut completely across it again. Each of the quarters is then cut in half. (Meringue pies, however, should be cut from the center out to the edge.)



REGULAR PIES



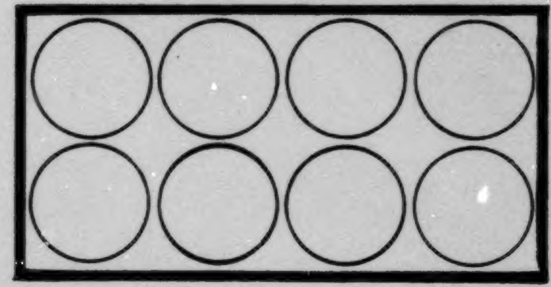
MERINGUE PIES

CONSUMABLE

WORKSHEET #1

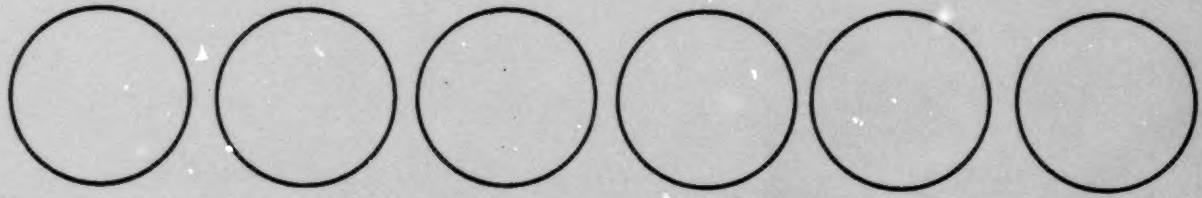
I. Below is a table that needs cleaning. Draw how you would wipe off the table.

II. Below is a tray of salad dishes. Prepare a pineapple salad with a cherry garnish. Number the dishes as you would if placing the pineapple and cherry in them. Remember you are using both hands!



WORKSHEET

III. Below is a pizza that needs to be cut into eight equal parts. Use the simplest and shortest method to cut the pizza. Demonstrate how you would cut the pizza by drawing in the cut lines.

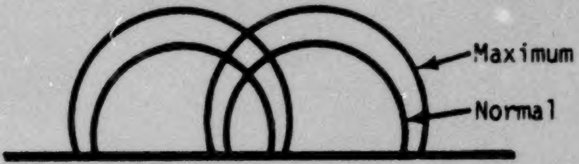


#2 INFORMATION SHEET

Locate Activity In Normal Work Area

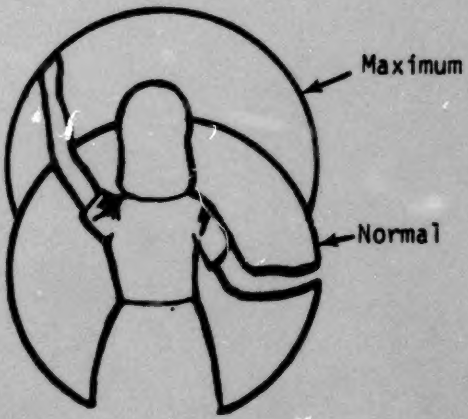
The space on the work surface where work is performed with the least amount of energy is called the normal horizontal work area. To find your normal horizontal work area, make an arc over the work surface by holding your upper arm close to the side and swinging from the elbow.

Most work involves the use of both hands. The space covered by the arcs is your total normal work area. The work space in which work is done with an average amount of energy is called the maximum horizontal work area. To find your maximum work area, make an arc over the work surface by extending your full arm outward and swinging from the shoulder.



Work performed in the maximum work area uses more energy, while work performed in the normal work area uses less energy. Work that is done outside the normal and maximum work areas causes body strain.

Each hand also has a vertical work space. To find your vertical work area make an arc by holding the upper arm close to your side and swinging the lower arm both up and down in a circle.



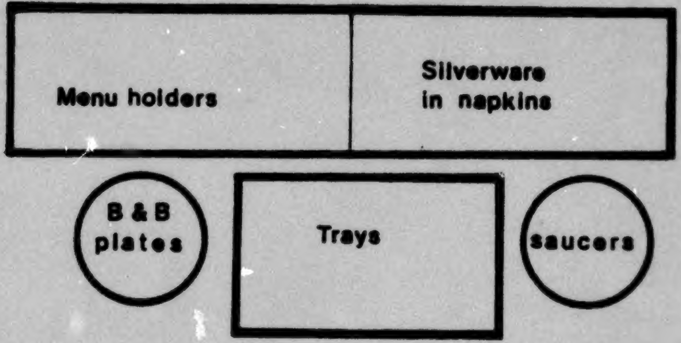
Normal vertical work area is the space that should be used to store frequently used and heavy items. Maximum vertical space should be used to store less frequently used items.

INFORMATION SHEET #2 (Continued)

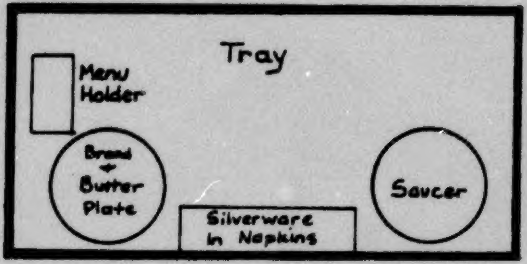
Locate Materials For Efficient Sequence of Motion

Arrangement of supplies and equipment in the work area is very important when a single activity, requiring a short time, takes place repeatedly. One of the best examples of this is in the setting up of hospital trays.

To set up trays in an efficient manner, arrange the work area as shown below.



The menu holder and the silverware should be located on a shelf above the work surface. The bread and butter plates and the saucers are taken directly from storage carts rather than rehandling them. Set up the tray as shown below, using both hands at the same time; do not pass items from one hand to the other. It takes twice as long to handle the item twice as to pick up the item once and place it directly onto the tray.



Reach with the right hand to pick up the wrapped silverware and with the left hand to pick up the menu holder. Placed on the tray at the same time. Reach with the right hand to pick up the saucer and with the left, the bread and butter plate. Place both items on the tray at the same time.

After one person has completed the tray above, it is then passed to the next person who completes it by adding the food. The serving line can move only as fast as the slowest person working on that line.

INFORMATION SHEET #2 (Continued)

Use The Best Available Equipment For The Job

Regardless of the type of kitchen you are working in, the more you understand how each piece of equipment is operated, cleaned, and maintained the easier your job. Examples:

1. A paring knife is used for removing spots and cutting away the outer space of fruits and vegetables. The blade is 3-4 inches long.

2. A vegetable peeler is used to pare small amounts of foods such as carrots, small potatoes, etc. The vegetable peeler has two blades working together as one.

3. Wire whips are very effective in stirring food such as gravies and sauces. Each wire in the whip is a cutting edge and works faster to smooth a sauce than a regular spoon.

4. Rubber scrapers are used to avoid wasting a product when it is transferred from one container to another.

5. Scissors work more efficiently than knives when cutting marshmallows, sticky foods or any other food item that is to be cut into bite-sized pieces.

6. Scales are easier and faster to work with when large quantities of food items are needed. Using a scale is faster than measuring out the ingredients in measuring cups.

7. Pastry brushes can be used for a variety of jobs such as buttering toast or oiling pans. Be sure to discard the brush before bristles start to break off.

Always make sure that each piece of equipment is in its best condition before using it and be sure to clean each piece of equipment carefully before storing it. Knives should be sharp. Carbon steel blades must be dried completely before storing. Store knives away from other utensils to protect the blades and to avoid accidents.

WORKSHEET #2

I. List five factors that help maintain comfortable work positions and conditions.

1.
2.
3.
4.
5.

II. If the table is too high or too low, select another table. If you can not move to another work surface how would you correct:

a. a too low table -

b. a too high table -

III. Circle the letter of the correct answer.

1. The work space using the least amount of energy is:
   a. maximum horizontal work area.
   b. normal horizontal work area.

2. To find your normal horizontal work area:
   a. make an arc over your work surface by holding your upper arm close to the side and swinging from the elbow.
   b. reach out your arm as far as possible.

3. To find your maximum horizontal work area:
   a. make an arc over the work surface by extending your elbow and arm as far as possible.
   b. make an arc over the work surface by extending your full arm outward and swinging from the shoulder.

4. To find your normal vertical work area:
   a. make an arc by holding the upper arm close to your side and swinging the lower arm both up and down in a circle.
   b. make a circle with your elbow and arm.

5. Normal vertical work area is used to store:
   a. less used items
   b. frequently used items

(4) T.14
S.11

CONSUMABLE

WORKSHEET #3

I. Set up an efficient method for preparing 16 pear salads. You need:

one tray large enough to hold 16 salad places
salad plates (16)
lettuce cups (16)
pears (16)
cherries (16)

A. Draw a plan showing the position of each item.
B. Explain how the salads are to be assembled.

II. Match the BEST piece of equipment for the job that needs to be performed.

Jobs

_____ 1. cut marshmallows
_____ 2. oil a baking pan
_____ 3. peel a small amount of potatoes
_____ 4. remove spots from fruit surface
_____ 5. measure 16c. of flour
_____ 6. butter toast
_____ 7. stir a sauce
_____ 8. measure 39 eggs
_____ 9. transfer cake batter to baking pan
_____10. cut up raisins

Equipment

A. paring knife
B. vegetable peeler
C. wire whip
D. rubber scraper
E. scissors
F. scales
G. pastry brush

ACTIVITY #1

Directions: Ask your instructor for equipment and/or necessary supplies to demonstrate possible work simplification techniques for one of the following jobs:

1. preparing sandwiches
2. frosting a cake
3. preparing salads
4. cleaning a table or work area
5. preparing biscuits

POST-TEST

Simplify Work

Directions: Read the statements below carefully. If it is true, write "+" in the blank provided. If false, write "o".

_____ 1. Work simplification conserves time, motion and money, for both the employee and the employer.
_____ 2. Normal vertical work area is used to store less used and light items.
_____ 3. Work performed in the maximum work area uses more energy.
_____ 4. Smooth, curved motions make use of the natural force of the arm.
_____ 5. A paring knife is useful for removing spots from fruits.
_____ 6. It is better to use short back and forth strokes to wipe off a table.
_____ 7. If a table is too low, the fastest way to make it higher is to add blocks under the legs.
_____ 8. The spine should be held straight to maintain good posture.
_____ 9. Your hands should work apart from each other.
_____10. You should cut a meringue pie from the center out to the edge.
_____11. A regular pie is cut straight across from edge to edge.
_____12. The body is the most used piece of equipment in performing work.
_____13. The motions of the hands should be the exact opposite when performing a task.
_____14. It is easier to use only one hand at a time when making pear salad.
_____15. Arrangement of supplies and equipment in the work area is very important.
_____16. When buttering bread, it is faster to spread butter on each separate piece.
_____17. It is more tiring to use a smooth, continuous stroke.
_____18. Each motion of the body should use the least possible time and energy.
_____19. When making pies, mark and cut only one pie at a time.
_____20. The fastest way to make biscuits is to roll them out on the baking sheet.

FINAL CHECKOUT PERFORMANCE EVALUATION

Simplify Work

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Use smooth, circular motions.			
2. Use smooth, continuous strokes.			
3. Use motions which make both hands productive at the same time.			
4. Use hand and body motions which are few, short and simple.			
5. Maintain comfortable body positions/conditions while working.			
6. Locate work in normal work area.			
7. Arrange supplies and equipment in work area for efficiency of time and motion.			
8. Use the most appropriate available equipment for the job.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) True, (2) False, (3) True, (4) False, (5) False, (6) True, (7) True, (8) False, (9) True, (10) True, (11) True, (12) False, (13) False, (14) False, (15) True, (16) True, (17) True, (18) True, (19) False, (20) True

WORKSHEET #1

See next page

WORKSHEET #2

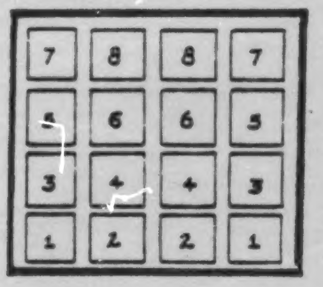
I. Answers will vary, see information sheet #2.

II. a. too low table - put blocks under table legs to height desired.
    b. too high table - cut off table legs too height desired

III. (1) b, (2) a, (3) b, (4) a, (5) b

WORKSHEET #3

I.



7	8	8	7
5	6	6	5
3	4	4	3
1	2	2	1

Step 1: place lettuce cups
Step 2: place pears on lettuce
Step 3: place cherries on pears

II. (1) E, (2) G, 93) B, (4) A, (5) F, (6) G, (7) C, (8) F, (9) D, (10) E

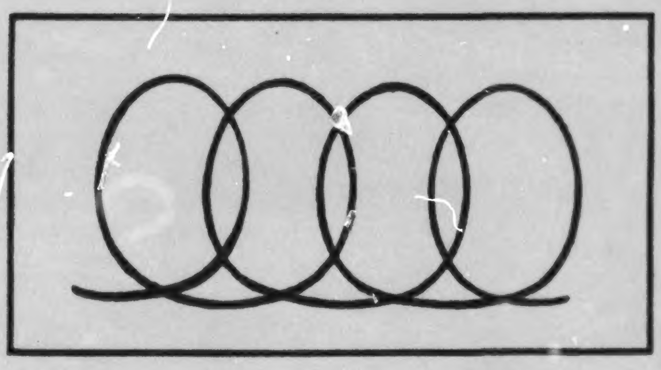
POST-TEST

(1) +, (2) -, (3) +, (4) +, (5) +, (6) -, (7) +, (8) +, (9) -, (10) +, (11) +, (12) +, (13) -, (14) -, (15) +, (16) -, (17) -, (18) +, (19) -, (20) +

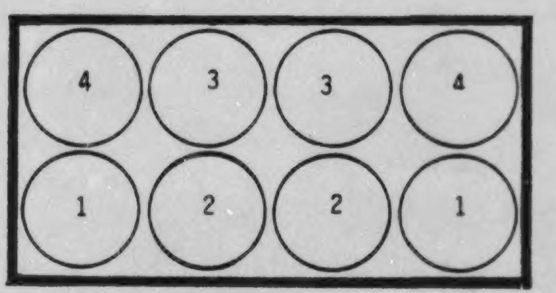
KEY

WORKSHEET #1

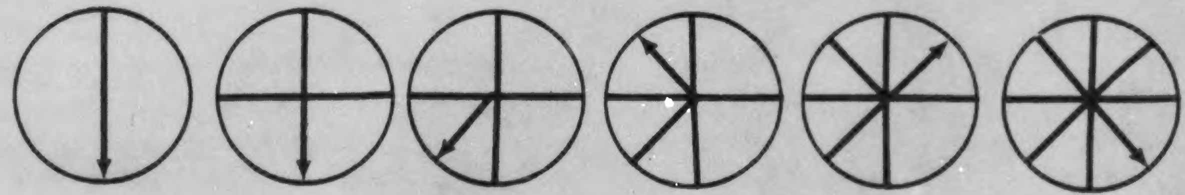
I. Below is a table that needs cleaning. Draw how you would wipe off the table.



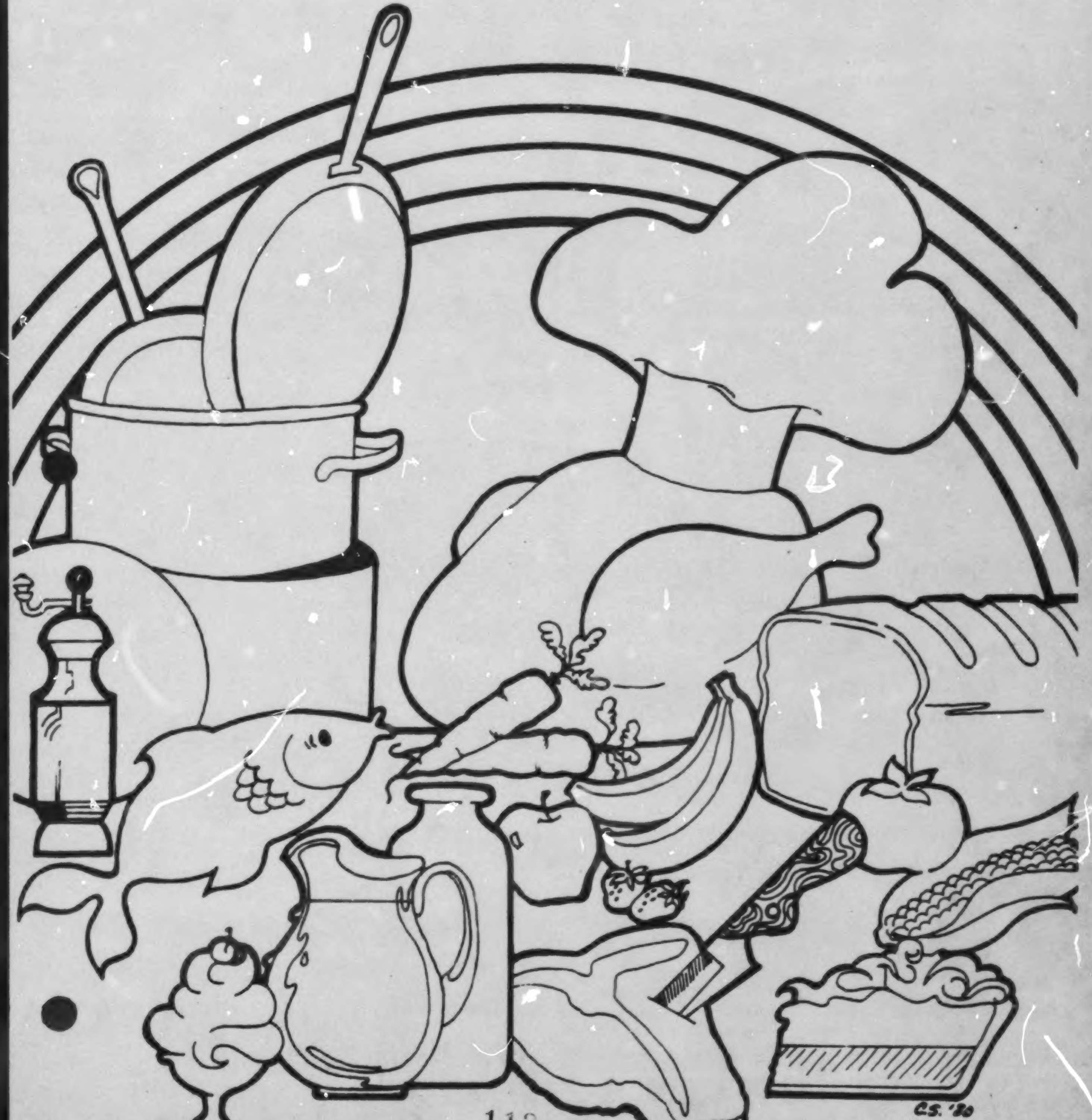
II. Below is a tray of salad dishes. Prepare a pineapple salad with a cherry garnish. Number the dishes as you would if placing the pineapple and cherry in them. Remember you are using both hands!



III. Below is a pizza that needs to be cut into eight equal parts. Use the simplest and shortest method to cut the pizza. Demonstrate how you would cut the pizza by drawing in the cut lines.



Food Service Worker
MODULE 5: SELF DEVELOPMENT



SELF DEVELOPMENT

Competence Area: B. Human Relations/Personal Development

Competency Statement: 1.00 Display Evidence of Self Development

			Level
Tasks:	.01	Identify personal strengths and weaknesses	Basic
	.02	Identify personal values and goals	Basic
	.03	Display a realistic self image	Basic
	.04	Display ethical/moral character	Basic
	.05	Identify personal goals	Basic
	.06	Develop a strategy(s) for goal attainment	Basic
	.07	Demonstrate goal attainment	Basic
	.08	Demonstrate social etiquette	Basic
	.09	Handle stressful situations	Basic

Specific Student Performance

After working through this module, the student will demonstrate personal development by stating and acting upon personal values and attitudes, strengths and weaknesses, goal attainment, social etiquette, and his ability to handle stress where possible career choices are concerned. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-4

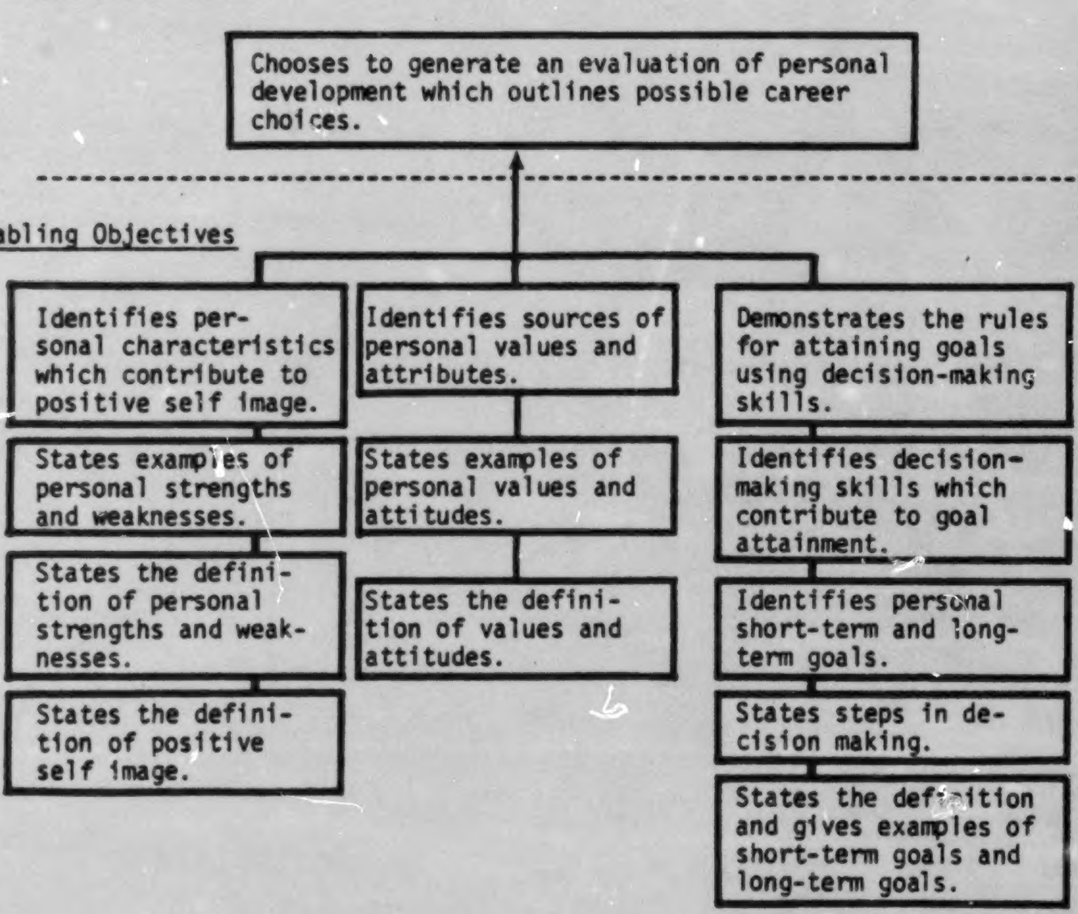
(5) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

After working through this module, the student will demonstrate personal development by stating and acting upon personal values and attitudes, strengths and weaknesses, goal attainment, social etiquette, and his ability to handle stress where possible career choices are concerned. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Chooses to generate an evaluation of personal development which outlines possible career choices.

Enabling Objectives

Identifies personal characteristics which contribute to positive self image.

States examples of personal strengths and weaknesses.

States the definition of personal strengths and weaknesses.

States the definition of positive self image.

Identifies sources of personal values and attributes.

States examples of personal values and attitudes.

States the definition of values and attitudes.

Demonstrates the rules for attaining goals using decision-making skills.

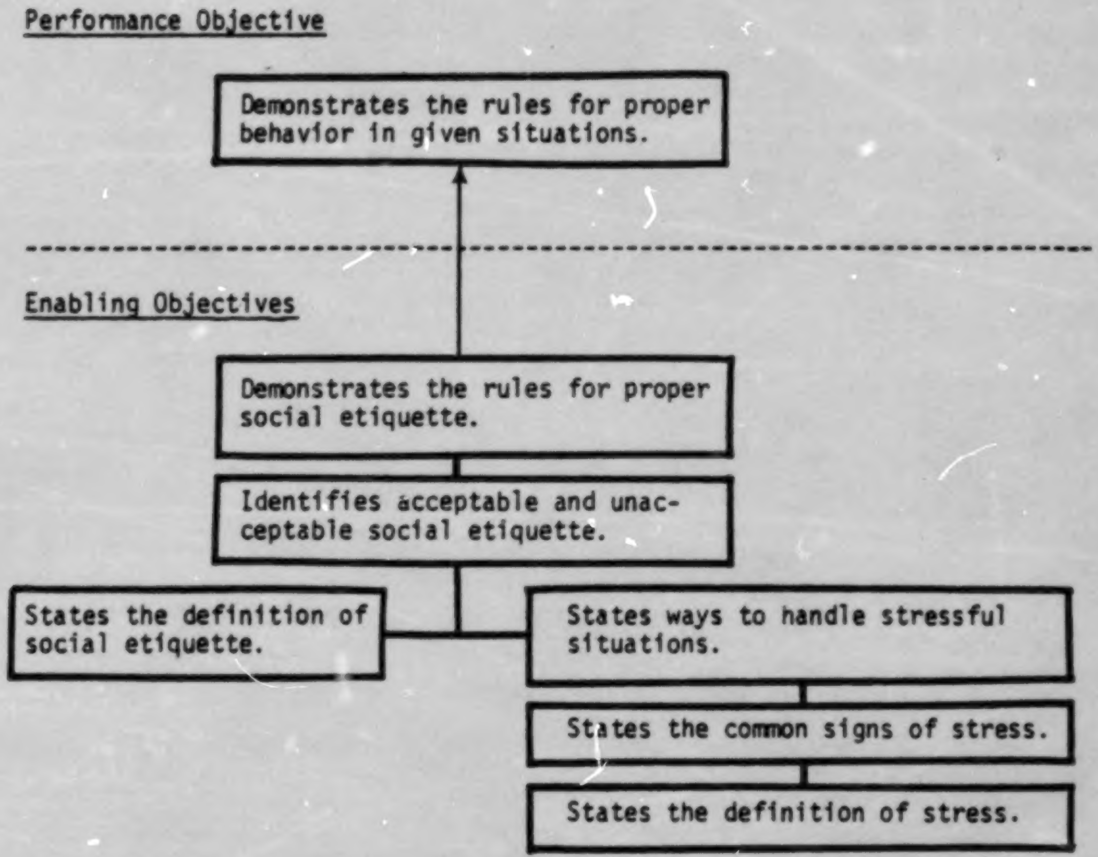
Identifies decision-making skills which contribute to goal attainment.

Identifies personal short-term and long-term goals.

States steps in decision making.

States the definition and gives examples of short-term goals and long-term goals.

LEARNING HIERARCHY (Continued)


Performance Objective
Demonstrates the rules for proper behavior in given situations.
Enabling Objectives
Demonstrates the rules for proper social etiquette.
Identifies acceptable and unacceptable social etiquette.
States the definition of social etiquette.
States ways to handle stressful situations.
States the common signs of stress.
States the definition of stress.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Complete activity #1. Consumable.
5. Read and study information sheet #1.
6. Complete worksheets #1 and #2.
7. Read and study information sheet #2.
8. Complete worksheet #3. Consumable.
9. Complete activity #2
10. Request post-test from instructor - complete.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct each student to complete activity #1. Collect for later use.
2. Go over objectives with group.
3. Discuss vocabulary words and information sheet #1.
4. Direct each student to complete worksheet #1. Discuss sources of students' values.
5. Direct each student to complete worksheet #2. Collect and evaluate.
6. Discuss information sheet #2.
7. Divide class into small groups. Have students role-play worksheet #3. (Students may first role-play the unacceptable behavior and then role-play the acceptable behavior.)
8. Direct each student to complete activity #2.
9. Duplicate and distribute to each student the final checkout performance evaluation. Have them rate themselves on each task. Collect and evaluate.
10. Re-distribute activity #1. Direct each student to check themselves again using a different color pen/pencil. Discuss changes they may have made. Collect and discuss.
11. Direct students to complete post-test. Collect and evaluate.
12. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

PROCESS SHEET (Continued)

Alternatives - Enrichment

I. Suggested Readings

a. Food Service Careers, 1979 edition.
b. Preparing For A Home Economics Career, 1979 edition.

II. Activities

1. Use worksheet #1 as a periodic evaluation for student progress in personal development.
2. Have students make a collage entitled "Who Am I?" They can use pictures, poems, song titles, etc. to reflect their attitudes, values, strengths, weaknesses, and goals. Do not let them put their names on them. Mix them up; see if students can guess who made each one.
3. Develop a bulletin board: "Keys To Self Development."
4. Have a panel of food service managers discuss the importance of positive personal development of employees and how it affects the business.
5. In small groups, role-play "Attitudes: Role Play Ideas" and discuss (see resource item).
6. In small groups, have students draw up checksheets listing positive attitudes, values, strengths, and goals for a successful food service worker.
7. In small groups, discuss "Attitudes Toward Job Situations" (see resource item). This can also be used individually as a worksheet.

CONSUMABLE

PRE-TEST

Self Development

I. Match each word in Column B with the correct definition in Column A. Write the letter of the correct answer in the space provided. One response in Column B will not be used.

Column A

_____ 1. A person's ideas about what is important to him or her are called _________.

_____ 2. _______are means available to a person to carry on activities.

_____ 3. A _____________goal is one that takes little time to reach.

_____ 4. A ________is a fault in one's character.

_____ 5. A ____is an aim or hope for today or the future.

_____ 6. Behavior organized for special circumstances is called ______.

_____ 7. _____are feelings which cause a person to behave a certain way.

_____ 8. When a person feels tense due to outside pressure he/she is experiencing _________.

_____ 9. A person's strong characteristics are _____________.

_____10. How a person feels about him-self/herself is called_______.

Column B

A. Attitudes
B. Goal
C. Long-term
D. Resources
E. Self-image
F. Short-term
G. Social etiquette
H. Strengths
I. Stress
H. Values
K. Weakness

II. Arrange the six essential steps to goal attainment in the proper order. Write the correct answer from Column II in the space provided in Column I.

Column I

_____1. Step one

_____2. Step two

_____3. Step three

_____4. Step four

_____5. Step five

_____6. Step six

Column II

A. Consider your resources.
B. Select your goal.
C. Carrying out your plan.
D. Identify your values.
E. Evaluate the results.
F. Develop a plan.

PRE-TEST (Continued)

III. Read the following statements. Place a check beside examples of acceptable (good) social etiquette/behavior.

_____ 1. I quit this job. I'm tired of putting up with all these people.

_____ 2. Thank you, sir, for your order. It will be ready soon.

_____ 3. I'm sorry ma'am. I didn't realize you were sitting here. Are you ready to order?

_____ 4. Hey lazy! Get over here and help me fold these napkins. Don't you ever do anything?

IV. If the following statements are true, draw a circle around the "T"; if they are false, circle the letter "F".

T F 1. When a stressful situation arises, it helps to discuss it with the people involved, when possible.
T F 2. Taking a break should not be done when in a stressful situation. You should stick to the task and get the job done.
T F 3. Becoming panicky in a stressful situation will only create more confusion.
T F 4. Nervousness and inability to relax are common signs of stress.
T F 5. Change is the main cause of stress.

V. In each statement below, decide whether it is a short-term or a long-term goal. Place an "S" beside each statement that is a short-term goal and an "L" beside each statement that is a long-term goal.

_____ 1. Sharon wants to get a job at McDonald's and work on weekends.
_____ 2. John wants to own his own restaurant when he graduates from college.
_____ 3. Suzie wants to manage a restaurant in her hometown and is taking food service courses to better prepare herself for that.
_____ 4. Jeff would like to go to a famous cooking school in France after he finishes high school.
_____ 5. Karen wants to take a food service course in her high school next semester.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Complete activity #1.
3. Read and study information sheet #1.
4. Complete worksheets #1 and #2.
5. Read and study information sheet #2.
6. Complete worksheet #3.
7. Complete activity #2.
8. Request post-test from instructor - complete.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Attitudes - A feeling which causes a person to choose a certain type of behavior.
2. Goal - An aim or hope for today or sometime in the future.
3. Long-term Goal - A goal that takes a long time to reach.
4. Motivation - Something that prompts a person to act.
5. Resource - Means available to you to carry on your daily activities.
6. Self-image - How a person feels about himself or herself.
7. Short-term Goal - A goal that takes a short time to reach.

VOCABULARY (Continued)

8. Social Etiquette - Behavior that is organized for special circumstances.

9. Strengths - A person's desirable or strong characteristics.

10. Stress - Pressure from outside that can make a person feel tense inside.

11. Values - A person's ideas about what is important, desirable or worthwhile to him or her.

12. Weakness - A fault in a person's character.

ACTIVITY #1

Directions: Rate yourself on each statement below by placing a check in the appropriate column. Add the points to total your score.

	Always 10 pts.	Sometimes 5 pts.	Never 3 pts.
1. Do you like yourself?			
2. Do you display your strengths?			
3. Do you display your weaknesses with improvement in mind?			
4. Do you let your friends influence you?			
5. Do you display a positive attitude most of the time?			
6. Do you set goals for yourself?			
7. Do you include others in your conversation?			
8. Do you get upset when you are faced with stressful situations?			

Scoring:		
	70-80	You have a fairly clear picture of yourself.
	60-69	Work on your self-image and self-confidence.
	50-59	You need to pick yourself up and get busy developing a self-image.

(5) T.10
S.4

#1 INFORMATION SHEET

Employers say that positive personal development is the key to job success. Your attitudes and personality can either help get things done or slow down the work. Employers know your image gives atmosphere to the business, and it can help sell products and services. Therefore, everything you are counts.

Your Attitude

Your attitude is reflected in everything you do. It affects how you talk, how you think, and how you work. It tells other people a lot about you. An important thing to remember about your attitude is that it will spread. Chances are that if you display a positive attitude, the people around you will also have a positive attitude. Negative attitudes can hurt your image But they can also be changed to positive attitudes if you recognize them. The characteristics of a positive attitude are:

- -Willingness to change.
- -Willingness to see the other person's side (this is called empathy).
- -Having a friendly pleasant manner.
- -Accepting responsibility for your mistakes.
- -Not complaining or making excuses.
- -Not critizing others.
- -Having many interests.
- -Having respect for others.
- -Giving more of yourself than is expected.
- -Being self-confident.

It is important to develop positive attitudes towards yourself and those around you. People will base their opinion of you on your attitudes.

Your Values

Values will guide you in your choice of careers and goals. In considering your career goals, you must take a good look at your values and interests.

Values Are:

- -The things in life most important to you.
- -Based on your past experiences.
- -Based on experiences you have had with other people.
- -Choices that show how you have chosen to live.

INFORMATION SHEET #1 (Continued)

The Effects of Having Clear Values

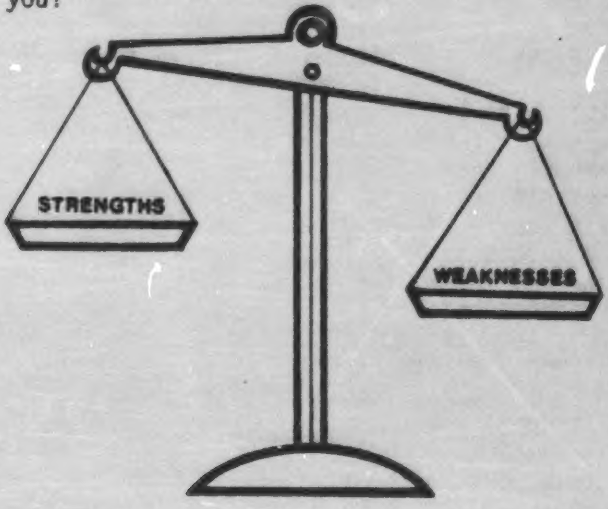
-They add purpose and meaning to your life.
-They help you develop self-confidence.

Education
Well-paying
Job
Family

Sources of Values

-Family and friends
-School
-Fellow employees
-Mass media (books, television, magazines, newspapers, radio, etc)

People with clear values have a clear self-image. People with unclear values are often confused and get bored easily. They have no motivation. Which one are you?



Your Strengths and Weaknesses

Like everyone else, you want to be comfortable, secure, help others, and be recognized. If you use your inner strengths and know your weaknesses, you can reach your goals.

You have both strengths and weaknesses. But unless your strengths can overcome your weaknesses, those weaknesses will limit you. As you begin to know yourself, you will uncover hidden strengths and weaknesses. But don't be afraid of these weaknesses. By knowing your strengths and weaknesses, you can more easily define your possible career choices. If you really want to do something or be somebody, you can develop your strengths to achieve your goals.

INFORMATION SHEET #1 (Continued)

Your Goals

These are your guides for successful personal development. Career goals begin with your daydreams. As you grow older, you begin to try out these dreams in real life. When choosing a career you will need to set short-term goals in order to reach your long-term goal - your career choice. To reach your goal you need to follow these steps:

1. Identify your values
   Ask yourself:
   -What people, places and things are important to me?
   -What is not important to me?

2. Select your goal
   Ask yourself:
   -Why do I want this goal?
   -Would something else be better?
   -Do I have the ability and means to reach this goal?
   -If not, can I get them?
   -Will I hurt anyone by reaching for this goal?

3. Consider your resources
   There two types of resources:
   -Human resources are those within you (values, attitudes, strengths, weaknesses).
   -Material resources are those found in the world around you.

4. Develop a plan
   This involves making choices regarding your course of action. Organize a step-by-step procedure. Keep it simple and flexible. Consider how your plan will fit in with those of others.

5. Carry out your plan
   This is the satisfaction of accomplishment. Refer to your plan often and stick to it. Use acceptable work habits and the most efficient methods.

6. Evaluate the results
   Ask yourself:
   -Was it done well or poorly?
   -Could I improve my plan next time?
   -Am I using my resources in the best possible way?
   -Do I blame others for my mistakes?
   -Through this plan, have I reached my goal?

(5) T.13
S.7

CONSUMABLE

WORKSHEET #1

I. Have you ever considered the effect of VALUES on your personal development? Below is a list of values people may have. As you go down the list, check those areas that are most important to you. Then next to each value explain what it means to you. (NOTE! In the space "Others", name other values you have and explain what they mean to you.)

VALUES	IMPORTANT TO ME	WHAT IT MEANS TO ME
Achievement		
Comfort		
Creativity		
Family		
Freedom		
Health		
Independence		
Job Security		
Leadership		
Love		
Pleasure		
Respect		
Responsibility		
Security		
Self-fulfillment		
Service to others		
Wealth		
Others		

WORKSHEET

(5) T.14
S.8

WORKSHEET #1 (Continued)

II. From what sources did you develop/obtain these values? Be specific!

1.

2.

3.

4.

5.

III. Can you name your personal strengths and weaknesses? Put on your thinking cap and list them in the space below. (NOTE! You may list more or less than the number given!)

STRENGTHS	WEAKNESSES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

IV. Place a check beside those strengths or weaknesses listed above which may add to your positive self-image.

CONSUMABLE

WORKSHEET #2

I. Place an "S" beside each statement below that describes a short-term goal and an "L" beside each statement that describes a long-term goal.

_____ 1. Susan plans to be a dietitian so she works summers in the hospital dietary department to prepare herself for that.

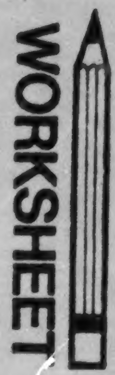
_____ 2. Diane wants to make extra money by working weekends at Joe's Barbecue Pit.

_____ 3. Stan wants to set up his own restaurant after completing his college training.

_____ 4. Bill becomes a management trainee at Clarke's fast food to prepare himself for future employment in food service.

_____ 5. Julie plans to take an occupational foods course in her high school next semester.

II. From the values you checked in worksheet #1, choose three that mean the most to you. See if you can make them into goals - definite things you want to be or do today or in the future. NOTE! Make sure you list both short - and long-term goals.



	VALUES	GOALS
Ex:	Service to others	Serve a term in the Peace Corps
1.		
2.		
3.		

III. Define the two types of resources.

a. human -

b. material -

CONSUMABLE

WORKSHEET #2 (Continued)

IV. List the six steps to goal attainment (decision - making).

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

V. Select one personal short-term goal you have. Using the six steps you outlined above, describe how you might reach that goal.

Description of short-term goal: ______________________________

____

How it might be accomplished:

130

#2 INFORMATION SHEET

Social Etiquette

The food service industry requires not only working with food, but working with other people, too. A part of personal development is learning how to act/react to other people, whether they are customers or fellow workers. At times, as a food service worker, you will be working under stress. It is necessary that you learn how to handle yourself gracefully in such situations.

Rules For Proper Social Etiquette

-Be courteous at all times. This means using expressions such as "thank you," "please," "sir," "ma'am," "excuse me," "pardon me," etc.

-Use appropriate table manners. This means using yourself so at least an exchange of names takes place. It is much easier to remember a person's name if you repeat it when introduced.

-When involved in conversation use the names or titles of the person's involved. This will show others that you are interested and paying attention to the conversation.

-Invite others to join in the conversation. Do not "take over" the conversation yourself.

-Excuse yourself before interrupting a conversation or someone at work.

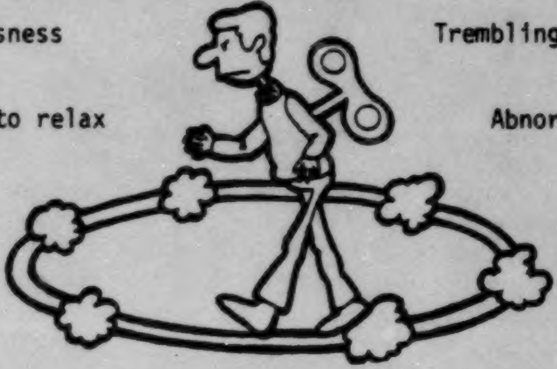
Stress

Stress is a part of everyday life. It affects everyone. Certain kinds of stress are helpful - they keep you on your toes. But too much stress on your mind and body can make you physically and emotionally upset.

CHANGE	is the main cause of stress.
ANXIETY	is that fear that something bad or unpleasant is going to happen. It can grow out of a conflict between what you would like to do and what you ought to do.

(5) T.18
S.12

The Common Signs of Stress:



Nervousness

Trembling

Inability to relax

Abnormal eating habits

Breathing trouble

Dry throat

Pounding heart

Dizziness

Ways to Handle Stressful Situations

-Act calmly and keep your composure ("cool"). Becoming panicky will only create more confusion.

-Communicate directions/instructions calmly and concisely so the task(s) can be completed.

-Take a break, if possible. A change of pace, no matter how short, gives you a new outlook on the situation.

-Be realistic. If you expect too much of yourself, you'll get tense if things don't work out. Set practical goals and expect to be successful.

-Talk it over. When a stressful situation arises, discuss it with people involved (if possible).

-Most important of all--

BE OPTIMISTIC!

CONSUMABLE

WORKSHEET #3

Directions: Read each situation below, and rewrite the unacceptable (bad) social etiquette to make it acceptable (good). Write your answers in the space provided.

1. "Oh my gosh! The hostess just seated a party of twelve at my waitress station, I've never waited on that many people. I can't do it. Somebody else better wait on them."

2. "Help me! Help me! I just dropped a whole tray of food in the dining room. What will I do? Someone help me!"

3. "I have an interview tomorrow with the manager of that fancy restaurant. I'm too nervous to go. I know I'll mess it up, and not get that job I've been wanting. I don't think I'll go. I probably won't get it anyway."

4. "Hey you, help me set up this table. Make yourself useful for a change. I'm behind schedule already, so hurry!"

5. "I quit! The boss just jumped all over me for throwing out some old bread. I didn't know they were going to make bread crumbs from it. Why didn't someone tell me. I always get picked on. Well, they can just find someone else to yell at!"

WORKSHEET

(5) T.20
S.14

ACTIVITY #2

Directions: Read each case study below. Then answer the questions concerning each on another sheet of paper. Your instructor will evaluate your performance.

A. You took the job bussing tables because you needed the money and because you thought it would be a good start for working your way up to restaurant manager. You also enjoy the contact with other people. But all your job involves is setting the tables before the customer comes and clearing them up after they leave. The only people you relate to are the waiters and dishwashers. You've had this job for six months, and you've done your job well. Suddenly there is a need for a waiter. You are thinking about quitting if your boss doesn't promote you to the waiter's position.

Questions:

1. What are your goals?
2. Are they short-term or long-term?
3. What is your plan for accomplishing these goals?
4. What personal values are involved in reaching these goals?
5. What are your positive and/or negative attitudes in this situation?

B. You have decided that you would like to be head chef in an exclusive restaurant, maybe in a large city or at a resort area where you will be around lots of people. You have heard that there is money to be made in the food service industry, and this attracts you even more. But you know that you will need training for this type of work. You take a job as a waitress in a small restaurant and also decide to enroll in the food service program at the local technical school.

Questions:

1. What are your goals?
2. Are they short-term or long-term.?
3. What is your plan for accomplishing these goals?
4. What personal values are involved in reaching these goals?
5. What are your positive and/or negative attitudes in the situation?

(5) T.21
S.15

POST-TEST

Self Development

I. Match the terms in Column B that best fits the definition or description in Column A. Place the correct letter to the left of each description in Column A. One word in Column B will not be used.

Column A

_____ 1. How a person feels about himself or herself.
_____ 2. Pressure from outside that makes a person feel tense.
_____ 3. An aim or hope for today or sometime in the future.
_____ 4. Behavior organized for special circumstances.
_____ 5. A fault in a person's character.
_____ 6. Means available to you to carry on daily activities.
_____ 7. A feeling which causes a person to behave a certain way.
_____ 8. A person's idea about what is important to him or her.
_____ 9. A person's desirable or strong characteristics.
_____10. Something that prompts a person to action.

Column B

a. attitudes
b. goal
c. motivation
d. resources
e. self-image
f. short-term goal
g. social etiquette
h. strengths
i. stress
j. values
k. weakness

II. Rewrite the unacceptable (bad) social etiquette below to make it acceptable (good).

1. "Oh help me! I just punched the wrong key on the cash register. What will I do?"

2. "My gosh! The hostess just sat my boyfriend's parents at my station. I can't wait on them. I'll mess everything up."

3. "Somebody help me! My cakes are burning and my hands are covered with frosting. Help!"

4. "I have to give a demonstration on making pie crust. I just know I'll goof it up. I think I'll tell the teacher to give me a zero. I'm too nervous to do it."

5. "Oh no! I completely forgot about the french fries in the deep-fat fryer. I bet they are too brown, and I'll have to throw them out. Boy, the teacher sure will be mad at me!"

III. Read and answer the following questions in the space provided.

1. Your younger brother is just beginning to date. After some of the experiences you have had with dates having poor social etiquette you want to impress upon him the importance of having good manners. What are five rules you would tell him that you feel are very important in having proper social etiquette?

   a.

   b.

   c.

   d.

   e.

2. Choose one short-term goal you have. Using the six steps of the decision making process, identify each step and decide how you might reach that goal.

Description of short-term goal ________________________________

____.

	Name of Step	How step might be accomplished
Step 1.	____________	________________________
Step 2.	____________	________________________
Step 3.	____________	________________________
Step 4.	____________	________________________
Step 5.	____________	________________________
Step 6.	____________	________________________

POST-TEST (Continued)

IV. Read the situation below and answer the questions in the space provided.

Your boss's behavior has changed drastically in the last couple of weeks. One of the employees mentioned she thought he might be under a lot of stress.

1. What are five symptons he might have if he is under a lot of stress?

   a.
   b.
   c.
   d.
   e.

2. What are three "tips" you might give him to help him better handle stressful situations?

   a.

   b.

   c.

V. Read the case study below and answer the questions in the space provided.

You have decided you want to someday own your own restaurant in your hometown. You enjoy working with foods, and also having the experience of working with and meeting new people. You know you need experiences in each area of the restaurant to better understand the management and owner aspects. You are taking a job as waitress and part-time hostess in a restaurant and also decide to enroll in the food service program at your school.

1. What are your goals?

2. Are they short-term or long-term?

3. What is your plan for accomplishing these goals?

4. What personal values are involved in reaching these goals?

5. What are your positive and/or negative attitudes in this situation ?

FINAL CHECKOUT PERFORMANCE EVALUATION

Self Development

Directions: Place a check in the column which best describes student performance. All items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Identify personal strengths and weaknesses.			
2. Identify personal values and goals.			
3. Display a positive self-image.			
4. Display ethical/moral character.			
5. Identify personal short- and long-term goals.			
6. Utilize decision-making skills.			
7. Set goals for self.			
8. Demonstrate acceptable social etiquette in stressful situations.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) J. (2) D, (3) F, (4) K, (5) B, (6) G, (7) A, (8) I, (9) H, (10) E

II. (1) D, (2) B, (3) A, (4) F, (5) C, (6) E,

III. 2, 3

IV. (1) T, (2) F, (3) T, (4) T, (5) T

V. (1) S, (2) L, (3) L, (4) L, (5) S

WORKSHEET #1

I. Answers will vary, check individually.

II. Family, friends, school, fellow employees, mass media (These are only possible answers.)

III. Answers will vary, check individually.

IV. Answers will vary, check individually.

WORKSHEET #2

I. (1) L, (2) S, (3) L, (4) L, (5) S

II. Answers will vary, check individually.

III. Human - Those resources within you (values, attitudes, strengths, weaknesses).
Material - Those found in the world around you.

IV. Step 1 - Identify your values.
Step 2 - Select your goal.
Step 3 - Consider your resources.
Step 4 - Develop a plan.
Step 5 - Carry out your plan.
Step 6 - Evaluate the results.

V. Answers will vary, check individually.

WORKSHEET #3

1. The hostess just seated a part of twelve at my station. I've never waited on this many people, but it's time I learned. I'll take my time so I'll be sure to get each order correct.

WORKSHEET & EVALUATION KEY (Continued)

2. How embarrassing! It dropped these dinners in front of all our customers. That's what happens when you don't have your mind on your work. I'll just re-order their food, explain to the customers who ordered it, and clean up my mess.

3. I have an interview for that job I've been wanting. I'll be sure to prepare myself for it so I won't by nervous. I have a very good chance at that position.

4. I'm running behind schedule. I'll ask the waitress if she'll help me set up this table.

5. I made a mistake today. I threw out some bread that was to be used for bread crumbs. Next time I'll know to ask before throwing anything out.

ACTIVITY #2

Answers will vary, check individually.

POST-TEST

I. (1) e, (2) i, (3) b, (4) g, (5) k, (6) d, (7) a, (8) j, (9) h, (10) c

II.
- (1) I just punched the wrong keys on the cash register. I'll just void this ticket. The next time I'll go a little slower.
- (2) My boyfriend's parents are sitting at my station. I'll have to remember to treat them as if they were customers I had never seen before.
- (3) Oh no! I completely forgot about my cakes in the over. Let me set this stuff down and hurry and get them out.
- (4) I have really practiced for this demonstration. I'll take my time and try not to get nervous. I hope to make a good grade on it.
- (5) Oh, the french fries. I forgot them, Why can't I remember to stay at my station. I'll have to apologize to the teacher if they go too brown. I'll have to control myself better.

III.
- (1) Answers will vary, see information sheet #2.
- (2) Answers will vary, check individually.

IV.
- (1) Nervousness, pounding heart, trembling,dry throat, dizziness, abnormal eating habits or inability to relax.
- (2) Act calmly and keep your composure; take a break - if possible; be optimistic

V. Answers will vary, check individually.

Resource Items

Attitudes: Role Play Ideas

Directions: Use the following ideas to develop role playing situations.

1. Employee calls and gives manager a poor reason for not coming to work (car troubles, stayed up late the night before, unexpected company, needs to run errands)
2. Employee doesn't like the head cook.
3. Employee complains because he/she has to help a worker at another station.
4. Employee sits and smokes or reads when there are no customers.
5. Employee makes fun of and teases fellow worker.
6. Employee constantly complains about low wages, even to the customer.
7. Employee wants to leave early (watch a favorite T.V. program, lay in the sun, meet friends).
8. Employee comes in late at least 2 times a week.
9. Employee will not listen to or follow directions.
10. Employee constantly asking friends to stop by work so he/she can gossip and talk.

Attitudes Toward Job Situations

Directions: The following is a list of behaviors that result from positive or negative attitudes. Under each behavior tell if the attitude is positive or negative and who might be affected.

1. No one else is looking. They won't miss it if I take a couple of cartons of milk. Everyone else does it.

   Attitude:

   Who is affected:

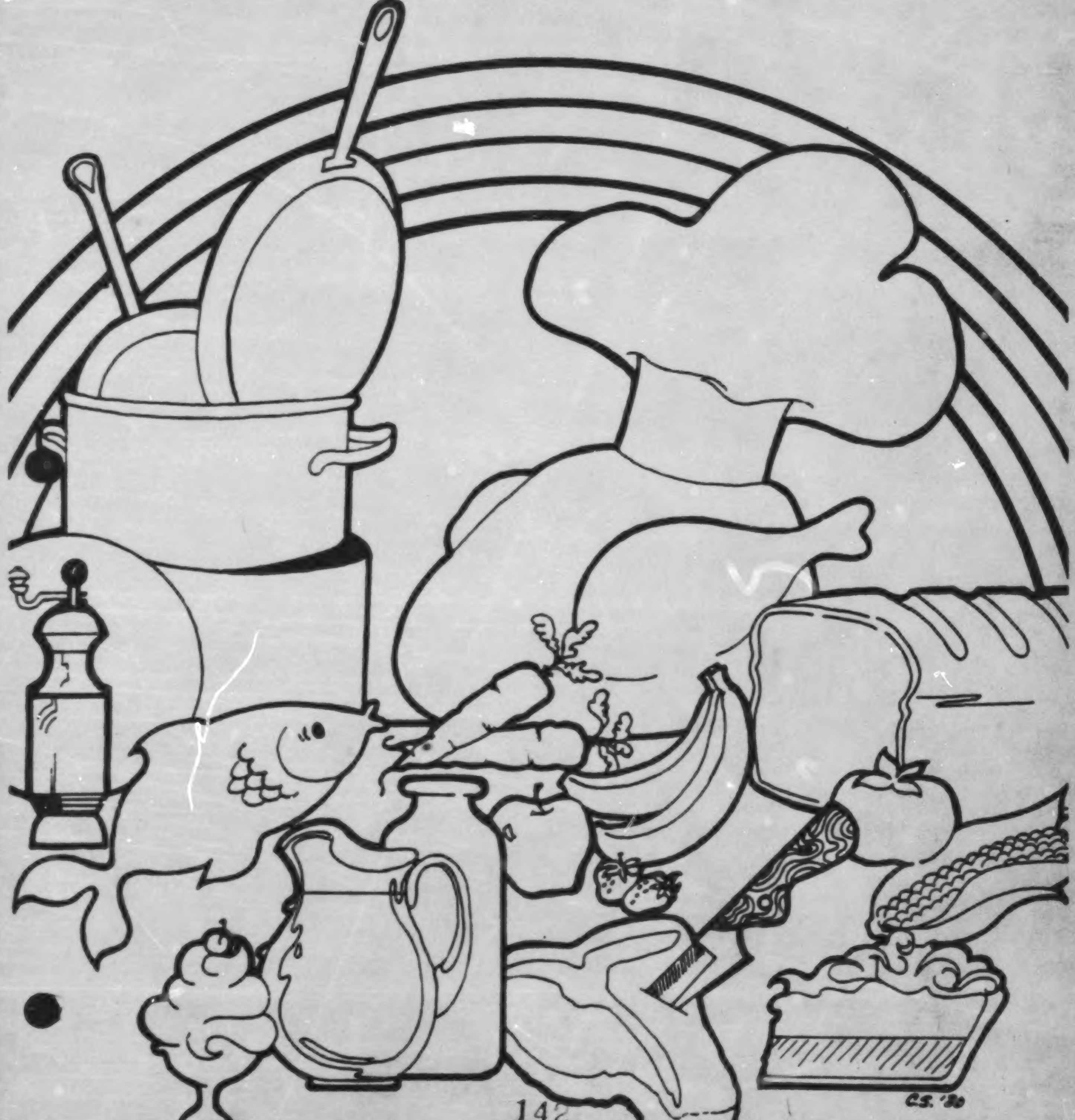
2. My goodness! I've worked 5 minutes overtime. I'm going to leave. Someone else can clean this slicer.

   Attitude:

   Who is affected:

Food Service Worker

MODULE 6: COMMUNICATION SKILLS



COMMUNICATION SKILLS

Competence Area: B. Human Relations/Personal Development

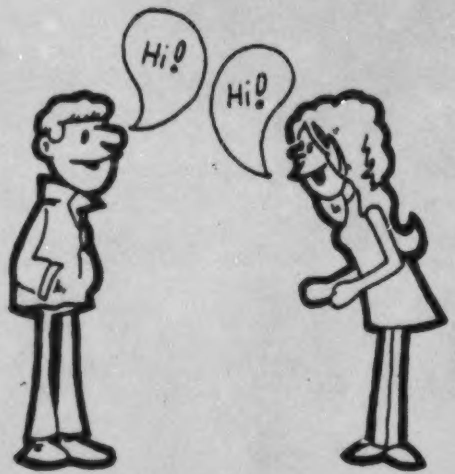
Competency Statement: 2.00 Demonstrate Communication Skills

			Level
Tasks:	.01	Convey verbal messages	Basic
	.02	Listen to and receive messages	Basic
	.03	Communicate with body language	Basic
	.04	Write communications	Basic

Specific Student Performance

Given different situations, the student will demonstrate effective communication skills. Performance will be rated by a checklist. All observed items must receive a rating of acceptable.

Prerequisites: None

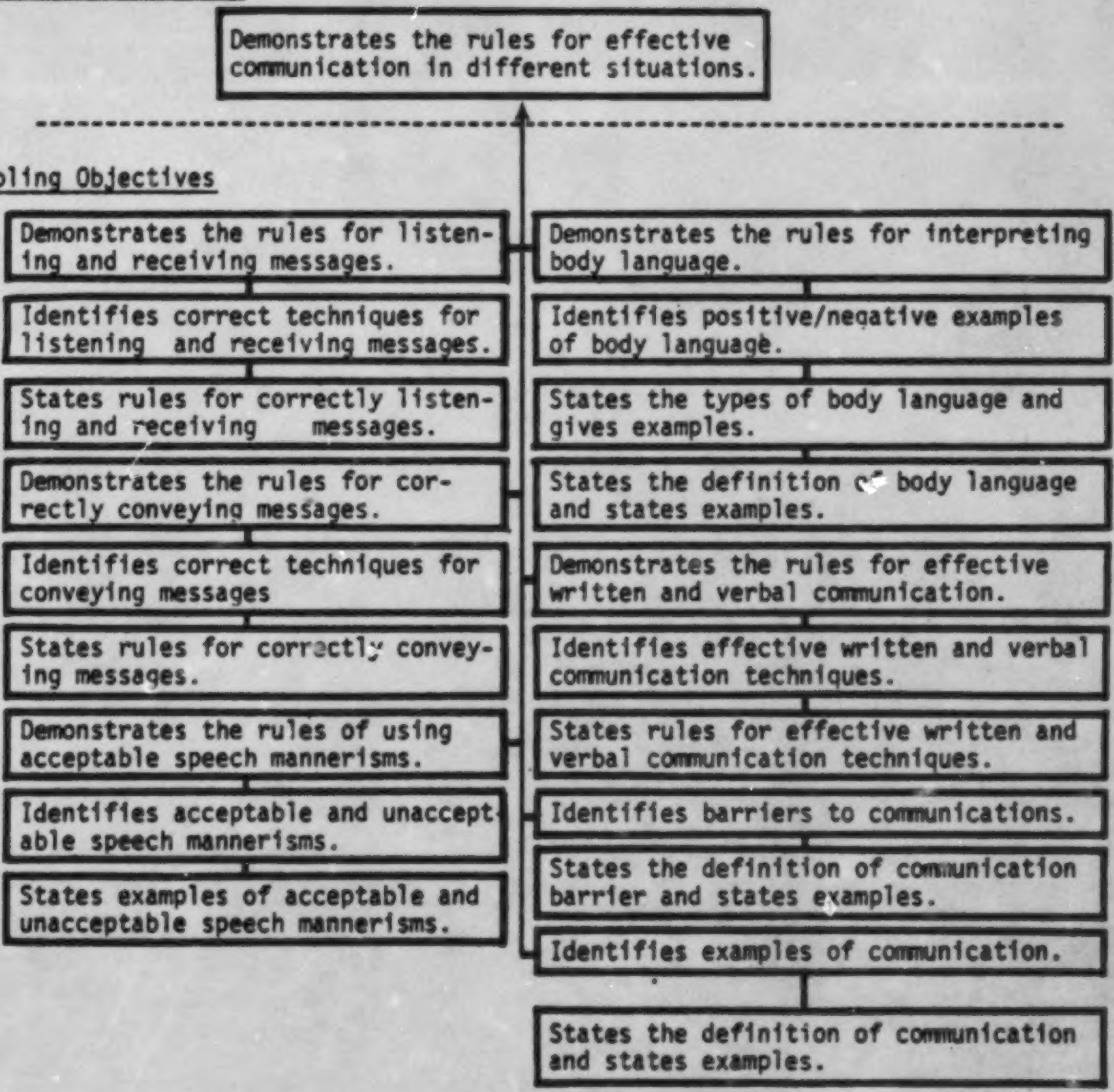


LEARNING HIERARCHY

Specific Student Performance

Given different situations, the student will demonstrate effective communication skills. Performance will be rated by a checklist. All observed items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for effective communication in different situations.

Enabling Objectives

Demonstrates the rules for listening and receiving messages.

Identifies correct techniques for listening and receiving messages.

States rules for correctly listening and receiving messages.

Demonstrates the rules for correctly conveying messages.

Identifies correct techniques for conveying messages

States rules for correctly conveying messages.

Demonstrates the rules of using acceptable speech mannerisms.

Identifies acceptable and unacceptable speech mannerisms.

States examples of acceptable and unacceptable speech mannerisms.

Demonstrates the rules for interpreting body language.

Identifies positive/negative examples of body language.

States the types of body language and gives examples.

States the definition of body language and states examples.

Demonstrates the rules for effective written and verbal communication.

Identifies effective written and verbal communication techniques.

States rules for effective written and verbal communication techniques.

Identifies barriers to communications.

States the definition of communication barrier and states examples.

Identifies examples of communication.

States the definition of communication and states examples.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Complete activity #1. Discuss checklist with instructor.
7. Read and study information sheet #2.
8. Complete worksheets #2 and #3. Consumable.
9. Request post-test from instructor - complete. Consumable.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Administer pre-test, optional.
2. Go over objectives and vocabulary words with group.
3. Discuss information sheet #1.
4. Direct each student to complete worksheet #1. Collect and discuss.
5. Direct students to complete activity #1. Discuss. Have students use "Checklist" to evaluate their performance. Collect and evaluate. Redistribute to students. Repeat if necessary.
6. Discuss information sheet #2.
7. Use worksheet #2 as a transparency. Discuss.
8. Direct each student to complete worksheet #3. Collect and evaluate.
9. Administer the post-test. Collect and evaluate.
10. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluted, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Preparing for a Home Economics Career, 1979 edition.
   b. Simplified Manual for Cooks.

PROCESS SHEET (Continued)

II. Audio-Visual Aids

a. Filmstrips - The Professional Kitchen: A Group Effort (From Principles of Food Service, Butterick Publishing, One Sixty One Sixth Ave., New York, NY 10013)

III. Activities

1. Have students make a list of every method of communication they have used since they woke up in the morning. This can be used to introduce the module.
2. Have students make posters showing the different types of communication.
3. Have students prepare a bulletin board on different communication skills.
4. Use video-tape to let students become aware of body language.
5. Use tape recorder to make students aware of personal speech mannerisms.
6. Demonstrate how people communicate without words by using body language to express the following:
   a. fear/confidence
   b. shyness/aggression
   c. frustration/satisfaction
   d. indifference/interest
   e. love/hate
   f. admiration/contempt
7. Have students discuss the cliche': "Actions speak louder than words."
8. Utilize resource materials from the telephone company to identify correct and appropriate telephone techniques. Discuss.

CONSUMABLE

PRE-TEST

Communication Skills

I. Define the following terms:

1. Communication is____

____

2. A communication barrier is______________________________________

____

II. Identify the types of communication taking place in the following situations. Choose your answers from the list below. Write the correct letter(s) in the blanks provided.

A. verbal
B. listening
C. body language
D. reading
E. writing
F. visual

1. You smile while taking a customer's food order.____
2. You give someone directions on how to slice eggs for a chef salad. ____
3. You demonstrate the safe, proper operation of the dish machine. ____
4. You listen to the procedure for brewing coffee.____
5. You complete the weekly meat inventory for your employer.____
6. You see an ad in the newspaper for a bus person position.____
7. When your manager is talking, you establish eye contact with him. ____

III. Place a check beside the statements below which describe acceptable (good) communication skills.

____ 1. Do not establish eye contact.
____ 2. Speak slowly and clearly.
____ 3. Take messages word for word, long or short.
____ 4. Ignore nonverbal cues (body language).
____ 5. Use slang expressions when needed.
____ 6. Observe dress and posture of speaker for messages sent.

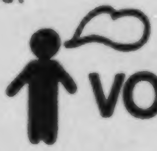
STUDENT GUIDE SHEET

***Directions: To Student** Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Complete activity #1. Discuss checklist with instructor.
5. Read and study information sheet #2.
6. Complete worksheets #2 and #3.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.



VOCABULARY

1. Barriers - Anything that keeps (prevents) effective communication from taking place.

2. Body language - Nonverbal communication; communication through the use of body movements, gestures, and the space around you.

3. Communication - Sending and receiving messages.

4. Empathy - Putting yourself in another person's place; understanding how another person feels.

5. Interacting - Giving messages and receiving answers immediately.

6. Posture - Position of the body and limbs as a whole.

7. Verbal - Spoken in words.

8. Visual - Seeing or using sight.

#1 INFORMATION SHEET

Did you know that you are always sending messages and receiving them? Sometimes you are aware of it, and other times you may not realize you are sending and receiving messages. This is what communication is all about. Communication plays a big role in how you get along with other people. You cannot have useful human relations without some form of communication. If human relations prove to be helpful and productive, there must be effective communication between the sender and the receiver.

Types of Communication:

1. Verbal (speaking)
2. Listening
3. Reading/writing
4. Body language (nonverbal)
5. Visual

Verbal Communication

As a food service worker, you are a salesperson for the business in which you work. What you say to a guest/customer and how you say it influences the sale of the product. You also need to know how to communicate with fellow workers and management.

INFORMATION SHEET #1 (Continued)

Rules for Sending Verbal Messages:

- -Use complete sentences.
- -Use a pleasant tone of voice.
- -Use correct grammar. (Do not use slang or cursing.)
- -Speak slowly and clearly.
- -Use acceptable speech mannerisms. (Do not use "oh", "ah", "uh", "um".)

Barriers to Verbal Communication:

- -Interrupting while others talk.
- -Talking "down" to the other person.
- -Lack of eye contact.
- -Garbling your message - keep it simple.
- -Sender speaking too fast.
- -Receiver hears only what he wants/expects to hear.
- -Words mean different things to different people.
- -Receiver ignores nonverbal cues (body language).
- -Noise.
- -Sender or receiver emotionally upset.

Listening

Learning to listen can improve everyone's life. It can lead to more meaningful communication. Effective listening skills include the ability to follow directions, get along with fellow workers, and help customers/guests. Employers value workers who listen to directions and understand them. They know these employees can go ahead on their own and get their work done.

Improve Listening Skills

- -Repeat the directions/information given.
- -Interpret the body language of the other person.
- -Show empathy toward the other person.
- -Focus attention on message sent.

INFORMATION SHEET #1 (Continued)

Using your Listening Skills when taking a message:

WHO
WHEN
WHAT
WHERE

When taking a message by phone or directly from another person, follow these steps:

1. Who: Spell the name correctly.
2. When: Write down the date and time.
3. What: Write down the entire message.
4. Where: Write down any phone numbers or addresses.

Write clearly and deliver the message as soon as possible.

Rules for Effective Written Communication

Keep it simple.
Keep it clear.
Keep it neat.

Types of Written Communication:

Letters
Telephone messages
Records and reports

Who:
When:
What:
Where:

CONSUMABLE

WORKSHEET #1

I. Read the statements below carefully. If the statement describes an acceptable (good) speech mannerism, leave it alone. If the statement describes an unacceptable (bad) speech mannerism, rewrite the statement to make it acceptable.

1. "Would you like a baked tater or fries, lady?"
2. "May I take your order, sir?"
3. "We ain't got none of that pie left."
4. "How would you like your steak cooked?"
5. "Ah, uh, well, ah, I don't know if we have any of that junk left or not."

II. The messages below have been taken incorrectly. Rewrite them correctly in the space provided.

1. "A Mr. Jones called at 1:15 to say that he would come by at 4:00. He said something about picking up an order for equipment. Or did he say he was delivering some equipment? Anyway, he said he'd be here. He left a number for you to call if you have any questions. By the way, he is a salesman for Institutional Wholesale Equipment Company - 587-3032."

2. "You got a phone call around 2:30 about refreshments for some meeting. Call 555-1234 for further info. Ask for Mr. Wallace."

ACTIVITY #1

Directions: Your instructor will read aloud the directions for operating an unfamiliar utensil/tool or piece of equipment. After listening to these instructions, write them step-by-step on another sheet of paper. Grade yourself, using the checklist below and the directions read to you. Turn completed work in to your instructor for further evaluation.

CHECKLIST

"HOW WELL DO YOU LISTEN?"

Student:

	Student		Teacher	
	Yes	No	Yes	No
1. established eye contact with the speaker?				
2. asked questions to help understand better?				
3. avoided distractions which interrupt the speaker?				
4. repeated the directions for accuracy?				
5. raised his hand in a group to ask questions?				

Comments:

#2 **INFORMATION SHEET**

Body Language

Have you ever watched youself in a mirror? Whether you are aware of it of not, you are always sending and receiving messages through body language.

Types of Body Language:

1. Gestures - Whether positive or negative, they make a message clear. Positive gestures include a pat on the back to congratulate, pointing your finger to explain, or shaking hands to be friendly. Gestures like finger drumming, shuffling feet, and squirming are negative. They convey a feeling of nervousness or boredom.

2. Social distance - This is the space you keep between yourself and others. Sometimes you get uncomfortable when people stand too close to you. A space may seem friendly, saying, "I like you"; or it may be threatening, saying, "You will do as I say."

3. Posture - It can send a message of pride if you stand straight or one of depression if you stand slouched.

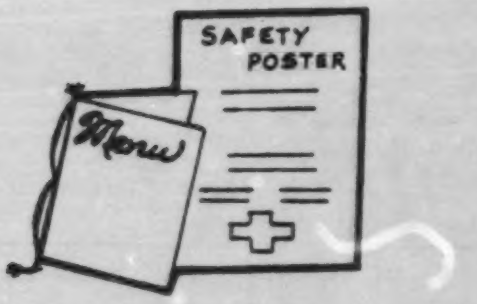
4. Eye contact - If you look at a person's face while communicating, you indicate your interest in the message. If you turn away, you are setting up barriers.

5. Facial expression - The way you smile, frown, hold your chin, raise your eyebrows, tilt your head, etc. all send positive or negative messages.

6. Dress - Your clothes can send either a feeling of pride and confidence or just the opposite.

7. Tone of voice - The words you accent when speaking can send positive or negative messages.

Visual Communication

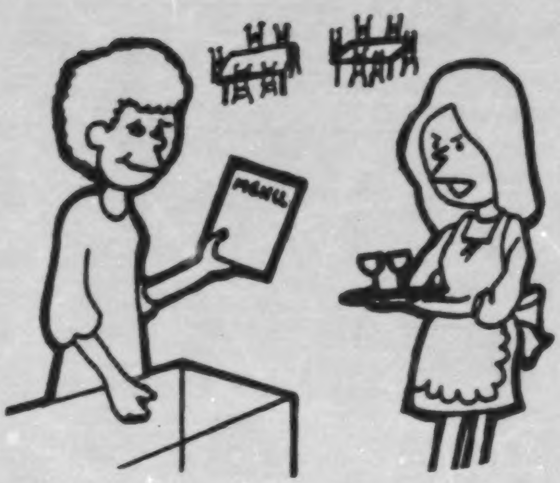


This includes demonstrations, posters, menus, displays, etc. Giving a demonstration includes preparation, planning and practice. It will take all of your communication skills when demonstrating - speaking, listening, body language and visuals. Visuals should be neat, colorful, and well designed.

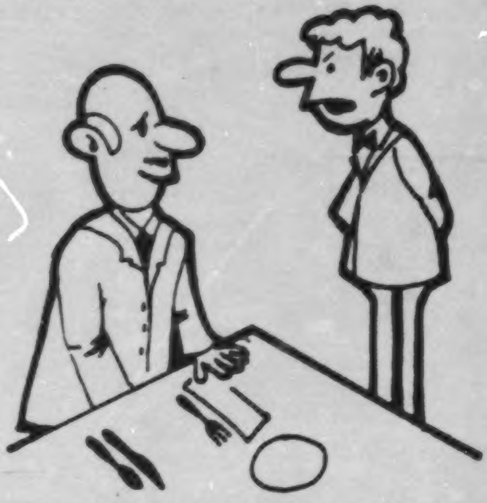
As you can see, there are many ways with which you can share messages with others. It is up to you to decide which way is most effective for yourself. Just remember - there is no such thing as a failure to communicate. The communication fails when the message is not clear. You only communicate effectively when another person receives your message and interprets it correctly (the way you intended it to be interpreted).

WORKSHEET #2

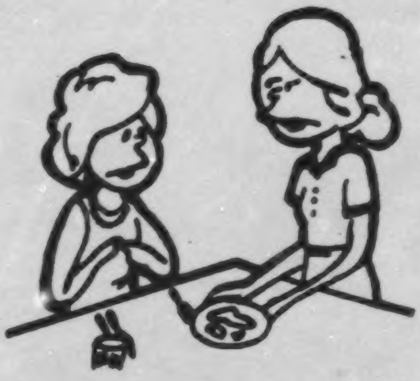
Directions: Study the pictures below. What do you think their faces are really saying? How can the communication be improved? Write your answers below each picture.



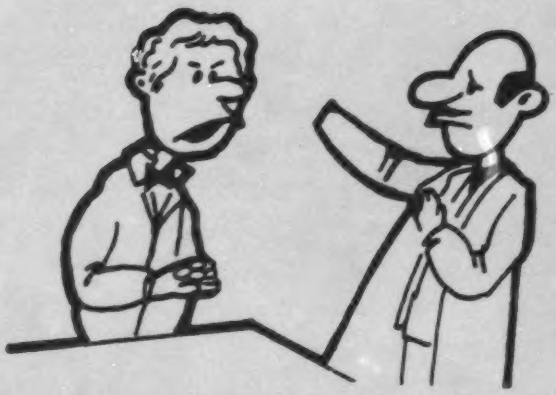
"Sure, I'll be glad to take Anns's station too."



"Nice to see you again, Mr. Jones."



"Yes Ma'am. I'll be glad to take it back."



"Thank you very much, Mr. Smith."

CONSUMABLE

WORKSHEET #3

Directions: Connie has trouble communicating effectively? You can help her by writing the correct way to communicate under each situation.

1. Connie is taking a food order from a customer. She asks, "Do you want your steak black or bloody?"

2. Connie is listening to directions on how to brew coffee. When it is time for her to brew it, she still doesn't know how.

3. Connie turns in an order to the cook. He cannot prepare the order because he cannot read Connie's writing.

WORKSHEET

4. Connie takes a telephone message for her employer. He does not know who or what number to use in order to return the call.

5. Connie's employer tells her she is not serving beverages correctly. She crosses her arms in front of her and turns the other way.

(6) T.15
S.11

POST-TEST

Communication Skills

I. Identify the types of communication taking place in the following situations. Write the correct answer in the space provided. (verbal, listening, body language, reading, writing, visual).

1. You shake hands with someone you just met.____________________________

2. You see an ad in the newspaper for a waitress position.________________

3. You write a letter of inquiry concerning a manager trainee position.

____

4. You give someone directions on how to clean salad greens. _____________

5. You demonstrate to a group of people the operation of the dish machine.

____

6. You hear the procedure for frosting a cake. _________________________

7. You smile while taking a customer's food order.________________________

8. You thank a customer for his order. ________________

9. You look away from a customer while he is making a complaint. _________

10. You complete the weekly meat inventory for your employer. ____________

II. Effective communication is absent in the following situations. Rewrite each one to make it correct.

1. "Ah, um, uh, can I take your order, sir?"

2. "Mrs. Miller, this phone message came while you were out. I tried to write the message down, but he was talking too fast. I didn't catch his name, but here's the number you need to return the call."

3. "Mr. Jones says I have a poor work attitude because I frown a lot and slouch when I work. I really do like working here. He just doesn't understand that that's the way I am."

POST-TEST (Continued)

III. Read the rules for effective communication below. Write "+" in the blank if the action is good. Write "o" in the blank if it is bad.

_____ 1. Interrupt others while they are talking.

_____ 2. Speak in a clear, pleasant voice.

_____ 3. Interpret body language of the other person.

_____ 4. Talk "down" to the other person.

_____ 5. Repeat directions/information given when taking a message.

IV. Number the steps (1-4) below for taking a message by phone or from another person. Mark "1" as the first step and "4" as the last.

_____ When: Write down the date and time.

_____ Where: Write down any phone numbers or addresses

_____ Who: Spell the name correctly.

_____ What: Write down the entire message.

V. Draw a line from the type of body language on the left to the correct example of each on the right.

TYPES	EXAMPLES
1. Gesture	a. standing slouched
2. Posture	b. wearing a clean, neat uniform
3. Facial expression	c. giving a pat on the back
4. Social distance	d. standing close to a friend
5. Dress	e. raising the eyebrows

FINAL CHECKOUT PERFORMANCE EVALUATION

Communication Skills

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. use complete sentences when speaking?			
2. avoid the use of mannerisms such as "oh", "ah", "uh", "um"?			
3. use grammatically correct sentences?			
4. establish eye contact with the speaker?			
5. ask clarifying questions?			
6. avoid distractions which interrupt the speaker?			
7. take messages correctly by phone or from another person?			
8. verify the message for accuracy?			
9. raise hand in a group to ask questions?			
10. use head movements to emphasize communication?			
11. use facial expressions when communicating?			
12. use hand and arm movements when communicating?			
13. use grammatically correct, complete sentences in writing?			
14. spell words correctly ?			
15. write communications clearly and neatly?			

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) Sending and receiving messages
(2) Anything that keeps (prevents) effective communication from taking place.

II. (1) C, (2) A, (3) A and F, (4) B, (5) E, (6) D and F, (7) C and F

III. 2, 3, 6

WORKSHEET #1

I. (1) "Would you like a baked potato or french fries, ma'am?"
(3) "I'm sorry. We are out of pie."
(5) "I'll check with the cook to see if we have any of it left."

II. (1) Mr. Jones from Institutional Wholesale Equipment Company called at 1:15 concerning equipment. He will be here at 4:00. If you any questions, call 587-3032

(2) A Mr. Wallace called at 2:30 concerning refreshments for a meeting. Call 555-1234 for more information.

WORKSHEET #2

Picture #1 - Her face is saying that she doesn't want to take Ann's station. She needs to smile.
Picture #2 - His face is saying that he doesn't care if Mr. Jones comes to eat there or not. He needs to smile and be more courteous.
Picture #3 - Her face is saying that she doesn't want to take the plate back. She needs to smile.
Picture #4 - His face is saying that Mr. Smith wasn't very generous with his tip. He needs to smile and act more gracious.

WORKSHEET #3

(1) Connie should say, "How would you like your steak cooked?"
(2) Connie should repeat the directions to make sure that she knows how to brew the coffee. She also needs to pay closer attention to what is being said to her.
(3) Connie needs to write neater and clearer.
(4) Connie should keep her arms at her side and look at her employer's face while he is talking to her.
(5) Connie should write who called (spelled correctly) and the telephone number to call to return the message.

WORKSHEET & EVALUATION KEY (Continued)

POST-TEST

I. (1) Body language, (2) eading and visual, (3) writing, (4) verbal, (5) visual and verbal, (6) listening. (7) body language, (8) verbal, (9) body language, (10) writing

II. (1) "Hello sir, Can I take your order?"
(2) "Mrs. Miller, this phone message came while you were out, The man's name is Max Johnson and he is an equipment salesman. He called at 2:00 and said he would call back at 3:30" (student's answers will vary)

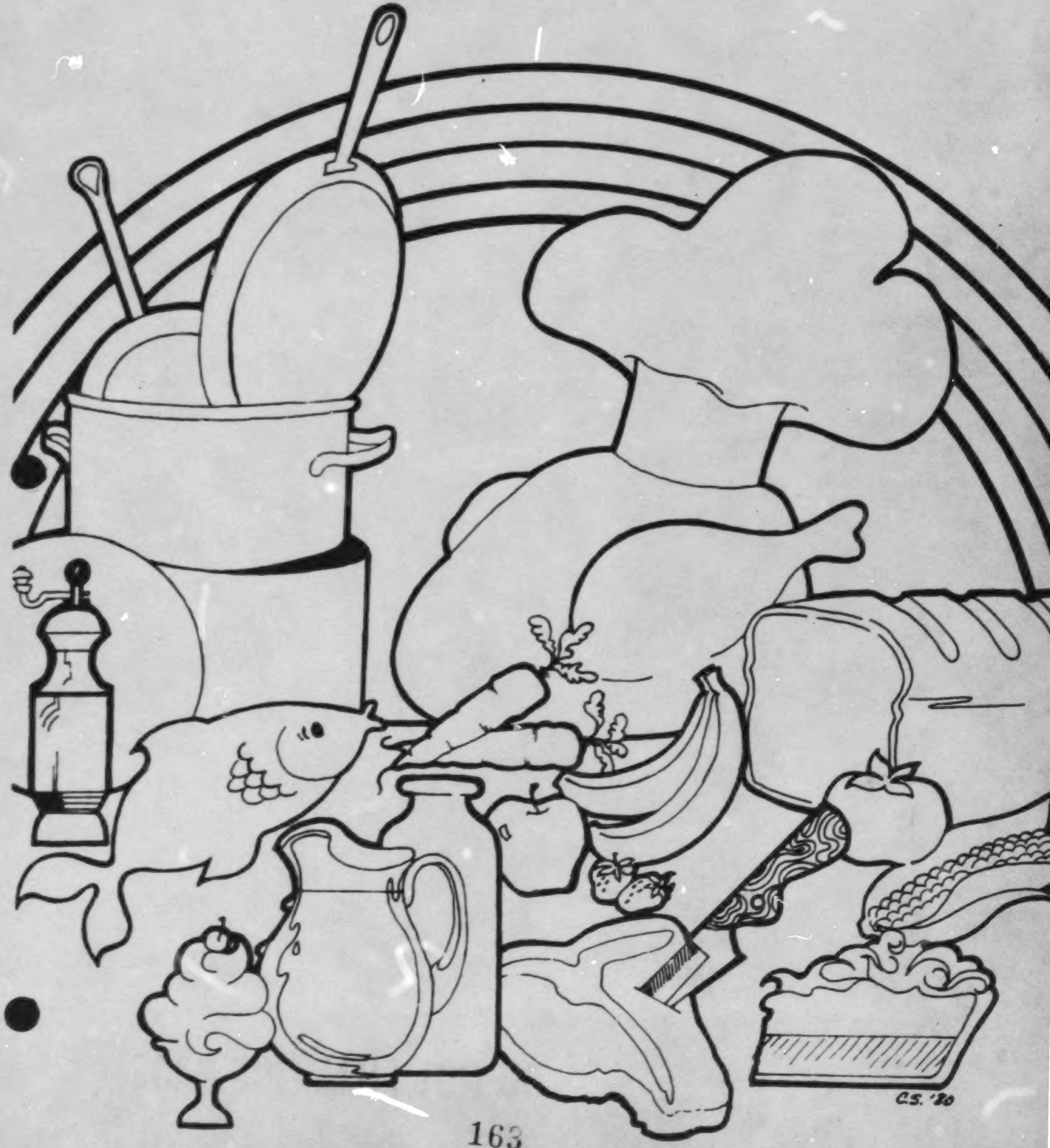
III. (1) -, (2) +, (3) +, (4) -, (5) +

IV. 2, 4, 1, 3

V. (1) c, (2) a, (3) e, (4) d, (5) b

Food Service Worker

MODULE 7: MATURITY



MATURITY

Competence Area: B. Human Relations/Personal Development

Competency Statement: 3.00 Exhibit Maturity

			Level
Tasks:	.01	Contribute to a team effort	Basic
	.02	Acknowledge feelings and property of others	Basic
	.03	Relate to the public	Basic
	.04	Manage time	Basic

Specific Student Performance

Given case studies, the student will choose to generate an evaluation of personal maturity and its importance in working with others. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1, 5-6

LEARNING HIERARCHY

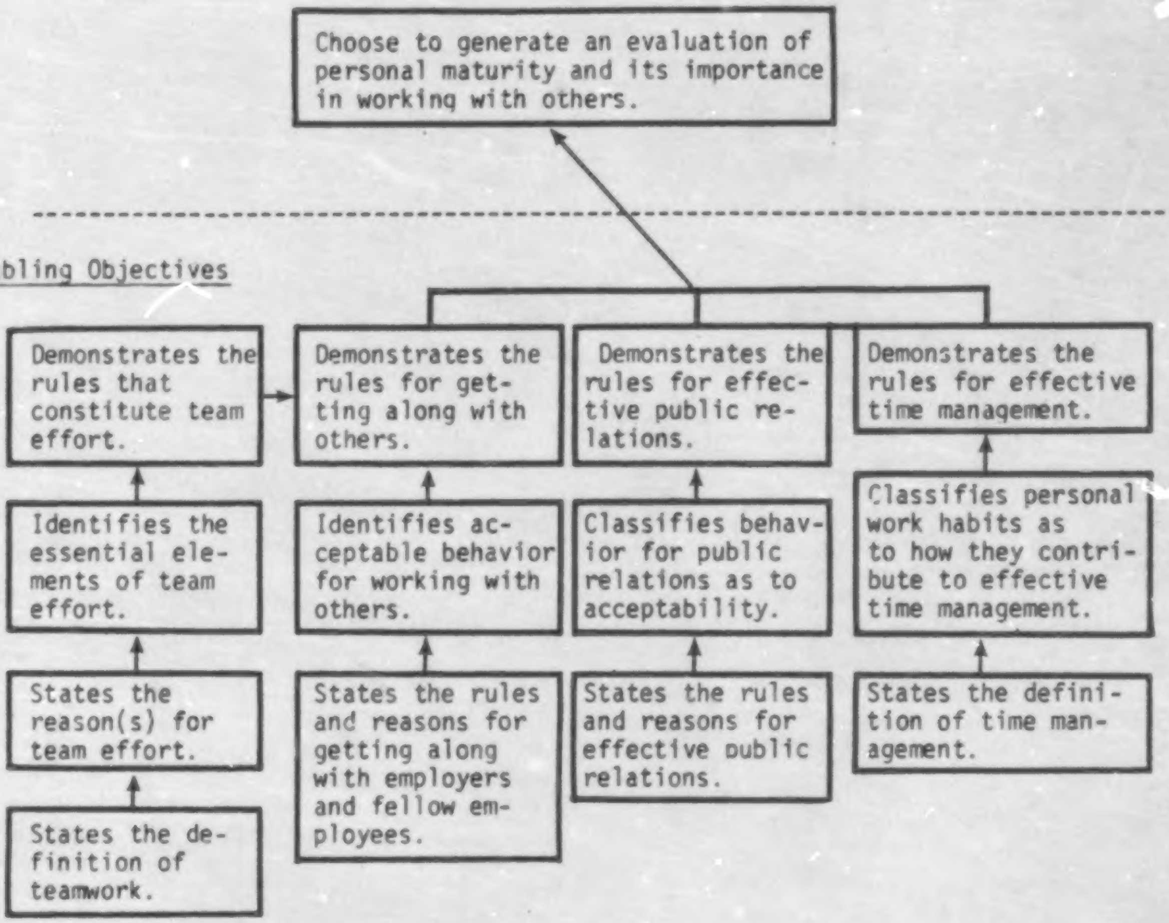
OBJECTIVES

Specific Student Performance

Given case studies, the student will choose to generate an evaluation of personal maturity and its importance in working with others. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective

Enabling Objectives


Choose to generate an evaluation of personal maturity and its importance in working with others.
Demonstrates the rules that constitute team effort.
Demonstrates the rules for getting along with others.
Demonstrates the rules for effective public relations.
Demonstrates the rules for effective time management.
Identifies the essential elements of team effort.
Identifies acceptable behavior for working with others.
Classifies behavior for public relations as to acceptability.
Classifies personal work habits as to how they contribute to effective time management.
States the reason(s) for team effort.
States the rules and reasons for getting along with employers and fellow employees.
States the rules and reasons for effective public relations.
States the definition of time management.
States the definition of teamwork.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Complete activity #1. Consumable.
5. Read and study information sheet #1.
6. Complete worksheets #1 and #2. Consumable.
7. Read and study information sheet #2.
8. Complete worksheet #3. Consumable.
9. Complete activity #2.
10. Request post-test from instructor - complete. Consumable.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct each student to complete the pre-test, optional.
2. Go over objectives and vocabulary words with the group.
3. Direct each student to complete activity #1. Collect and evaluate.
4. Read and discuss information sheet #1.
5. Direct each student to complete worksheets #1 and #2. Discuss as a class.
6. Read and discuss information sheet #2.
7. Direct each student to complete worksheet #3. Discuss.
8. Direct each student to again complete activity #1. Discuss any changes in thought or behavior.
9. Direct students to complete post-test. Collect and evaluate.
10. Direct students to complete activity #2. Collect and evaluate.
11. Direct each student to complete self-evaluation, using the final checkout performance evaluation. Collect and discuss. Compare answers with those of instructor.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Food Service Careers, 1979 edition.
   b. Simplified Manual for Cooks.

PROCESS SHEET (Continued)

II. Audio-Visual Aids

a. Filmstrips - Courtesy: More Than A Smile
- The Professional Kitchen: A Group Effort
- Planning and Organization: Thinking Things Through (From Principles of Food Service, Butterick Publishing, 161 Sixth Ave., New York, NY 10013)
- Courtesy: Food Service Is People Service (From National Educational Media, 15760 Ventura Blvd., Encino, CA 91436)

III. Activities

1. Invite a panel of food service workers to discuss the importance of good working relationships (ways to form and keep these relationships).
2. Have students prepare a bulletin board showing all workers in a kitchen. Indicate with arrows how one worker's job depends on another.
3. Have students break into groups and discuss the situations "Working With Others." (see resource item)
4. Have students role play situations on workers and customers. (see resource item)
5. Use "Teamwork Chain Reaction" as a transparency. Discuss. (see resource item)

CONSUMABLE

PRE-TEST

Exhibit Maturity

I. Match the terms in the left-hand column with the correct definition in the right-hand column. Write the letter of the correct answer in the spaces provided.

Term

_____ 1. Cooperation

_____ 2. Co-workers

_____ 3. Deadline

_____ 4. Employee

_____ 5. Employer

_____ 6. Management

_____ 7. Maturity

_____ 8. Schedule

_____ 9. Teamwork

_____10. Work habits

Definition

A. a plan for completing a task.
B. a person working for another person.
C. a stage of development when a person can make wise decisions.
D. helping others.
E. people working together for a common goal.
F. planning and organizing to reach a goal.
G. the people you work with.
H. a person who pays someone to work.
I. behaviors practiced at work.
J. the time set for finishing something.

II. Read and answer the following questions in the space provided.

1. Why is teamwork essential in food service?

2. Why is it necessary to follow time schedules in a food service establishment?

3. Why is it important that employees get along with one another?

4. What is meant by the saying "The customer is always right?"

5. Describe a food service worker who behaves in an immature manner.

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Complete activity #1.
3. Read and study information sheet #1.
4. Complete worksheets #1 and #2.
5. Read and study information sheet #2.
6. Complete worksheet #3.
7. Complete activity #2.
8. Request post-test from instructor - complete.
9 Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Ambition - Desire or wish to improve oneself.

2. Cooperation - Helping others.

3. Criticism - A comment concerning the quality of work being performed.

4. Deadline - The time for finishing something.

5. Estimate - A guess about something.

6. Initiative - To do something without being told to do it.

7. Limitations - How much a person can do without stress or strain.

8. Management - Planning and organizing to reach a definite goal.

VOCABULARY (Continued)

9. Maturity - The stage of development when a person can make wise decisions and choices.

10. Productivity - The ability to make or produce goods and services.

11. Promptness - Being somewhere or doing something at a specified time.

12. Schedule - A plan for doing or completing a task.

13. Sequence - A series of steps in a certain order to reach a final goal.

14. Teamwork - People working together (as a group) to reach a common goal.

CONSUMABLE

ACTIVITY #1

Directions: The work habits below are important to good human relations in food service. Write YES, SOMETIMES, or NO in the answer column. When finished, score yourself using the scale at the end of the activity. BE HONEST!

When Starting Class, Do You:	Answer	Score
1. Attend class regularly, and consider the class as an important part of school?		
2. Arrive in class on time or even a few minutes early; with no standing in the halls or at the door?		
3. Have all the materials needed for the day's work? (paper, pencil, hairnets, etc.)		
4. Come to class appropriately dressed and well groomed?		
5. Come prepared to take an active part in learning activities?		
During Class, Do You		
6. Devote full attention to the class?		
7. Listen carefully, quietly and courteously to instructor?		
8. Do all work carefully and according to directions?		
9. Use your initiative and adapt well to changes in classroom procedure or in assignments?		
10. Participate in discussion and learning experiences?		
11. Strive for high standards of performance?		
12. Behave in a courteous, cooperative, businesslike manner while in the classroom?		
13. Show respect for school and personal property?		
14. Show respect for classmates and teachers?		

CONSUMABLE

ACTIVITY #1 (Continued)

	Answer	Score
15. Follow work and time schedules as closely as possible?	_____	_____
16. Work well with other students?	_____	_____
17. Do your share of the work?	_____	_____
18. Volunteer for extra work?	_____	_____
19. Display traits employers look for in a beginning worker (dependability, honesty, efficiency, loyalty, etc)?	_____	_____
20. Consider how your decisions and actions will affect your peers and co-workers?	_____	_____
21. Make sure your work station is in good order before leaving it?	_____	_____

Scoring: Enter the correct score in the Score column and add them up.
Each YES answer = 3 points.
Each SOMETIMES answer = 2 points.
Each NO answer = 1 point.

114-105	Are you that perfect? You had better take another look at yourself.
104-95	You have very good work habits.
94-82	You may be heading in the wrong direction. Are you willing to make a few changes?
81-38	You will have to make some great changes if you expect to succeed in this classroom and on the job.

#1 INFORMATION SHEET

As you get older, you grow both in body and in mind. The growth of your mind is referred to as mental and emotional maturity. Being mature does not mean that you are grown-up, nor does it mean that you are an adult. A mature person is one who can make decisions for himself. A mature person also knows how to act properly around other people. He can handle himself in various situations and interact with others on a mature basis. Part of being a successful food service worker is proving to yourself and others that you are a mature, responsible person.

Teamwork

Imagine yourself as a basketball player. You are dribbling the ball down court. You are being guarded and have to throw the ball to a teammate. But all of your teammates are huddled together, talking and ignoring you. You finally give up and your team loses the game. Does this sound like teamwork? Of course, it doesn't. The team members were not working together; therefore, the job did not get done.

The main goal in food service is to provide quality product(s) and service. Without teamwork, the customer receives neither one of these. Employees must be able to depend on co-workers to help do their job properly. If an employee fails to do his/her job, the food service establishment fails to do its job - providing service.

Let's look at the qualities necessary to teamwork.

1. Proper attitude. This is the most important quality. Your attitude has several different effects on teamwork.
   - It affects your actions.
   - It affects the attitudes of co-workers.
   - It affects the customers.

2. Promptness. When you are late your co-workers must do your job.

3. Cooperation. You must be willing to help your co-workers or accept their help.

4. Loyalty. Trust both your co-workers and employer, and show them that they can trust you. If you have complaints about co-workers or your employer, discuss it with that person. Never complain to a customer.

INFORMATION SHEET #1 (Continued)

Essential elements for teamwork:

- -Know the team members, both co-workers and/or employers.
- -Be able to communicate effectively.
- -Know what is expected of team members.
- -Show the ability to make team decisions.
- -Show the desire to be a member of the team.
- -Accept and follow group decisions.
- -Give credit to the person(s) who deserves it.
- -Volunteer ideas and suggestions.
- -Deal with conflicts by talking them out.
- -Finish jobs or tasks on time so teamwork is not delayed.
- -Do not criticize co-workers.
- -Accept the differences and likenesses of co-workers.

I'm part of the team!

Getting Along with Co-workers

As a food service employee, you will always be working with other people such as, fellow employees and employers. You will be more satisfied with your job and have a feeling of companionship and belonging, if you know how to get along with others.

Rules For Getting Along With Fellow Employees:

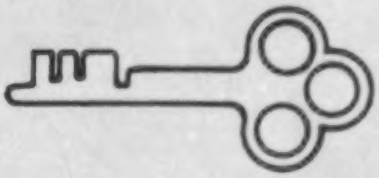
Sorry... It was all my fault!

- -Be willing to do your share of the work.
- -Be willing to take responsibility for your work.
- -Don't blame others for your mistakes.
- -Be friendly and sincere.
- -Respect the knowledge of other employees.
- -Be appreciative. Thank others for their help.
- -Be helpful. Look for other tasks when yours are completed.
- -Be cooperative.
- -Be thoughtful of others. Understand their needs.
- -Be flexible.
- -Be dependable.
- -Don't expect more of others than they can give.
- -Ask for help and advice when needed.

Rules For Getting Along With Employers:

- -Be concerned with services provided. (This means being ambitious and having initiative.)
- -Be willing to follow the rules of the establishment.
- -Be willing to carry out the tasks assigned to you.
- -Be able to follow instructions and/or directions.
- -Be able to accept criticism.
- -Keep an open mind. Try new techniques or processes that will improve your quality of work.
- -Be loyal to your employer.
- -Be truthful and honest.
- -Provide quality food and service to the customer.

To provide quality food and/or service in any food service establishment, it is necessary that employees and employers work together. Each employee is part of a team and depends on the work of others. Cooperation is the key that will unlock the door to a successful establishment and job satisfaction.



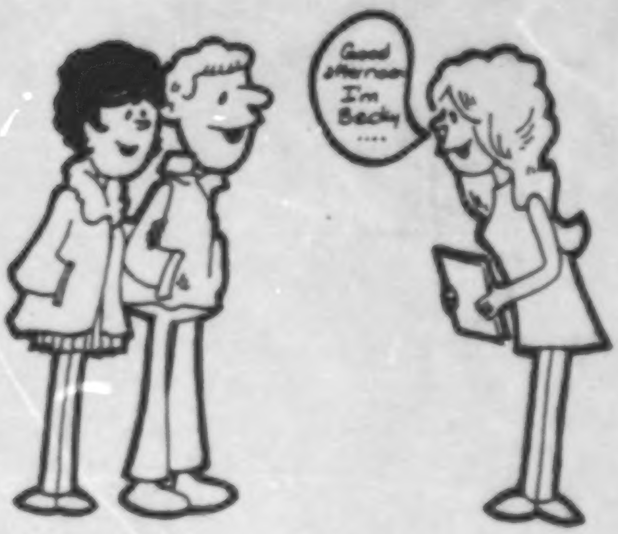
Relating to the Public

Have you ever thought about the food service industry without the public? Who would we prepare food for? Who would we serve? As you can see, the public counts. Jobs appear in food service because the public exists.

When you work in food service, you are in constant, direct or indirect contact with the public. For example, the waiter/waitress and host/hostess are directly involved with customers. They help influence the sale of food through personal customer service. Also, the cook and salad maker are indirectly involved with the customers. The way they prepare and present food has some effect on whether the customer will return. Therefore, everyone in food service should know how to relate to the public.

I'm sure you've heard the saying "The customer is always right." Keep this in mind at all times. If an establishment wants to satisfy customers and keep them coming back, the employee must always believe the customer is right. If customers are pleased with service at a restaurant, they will return often. They will also tell their friends about it. This is what makes a food service establishment successful.

INFORMATION SHEET #1 (Continued)


Good afternoon I'm Becky ....

It is up to you, as an employee, to relate to the public in an acceptable manner. Here are some rules to help you work with the public:

1. Always be courteous.
2. Wear a friendly smile at all times.
3. Be polite and cheerful, but don't be overly friendly.
4. Keep a professional attitude at all times.
5. Present a positive self-image.
6. Use pleasant mannerisms.
7. Never complain to a customer.
8. Use proper grammar and complete sentences.
9. Use effective communications.
10. Answer any questions the customer may have.
11. Be well-groomed and neat in appearance.
12. Never argue with a customer.
13. Treat all customers the same. Do not show favorites.

The way you relate to customers can make the difference in a successful or unsuccessful food service establishment. It is your job to promote good human relations between yourself and the public. Remember - "The customer is always right."

WORKSHEET #1

I. Using information sheet #1, answer the following questions.

1. Why is team effort necessary in a food service establishment?

2. Why must food service workers get along with co-workers?

II. List 5 essential elements for teamwork in food service.

1.
2.
3.
4.
5.

III. List 5 rules for getting along with fellow employees and employers.

1.
2.
3.
4.
5.

IV. The following teams lack teamwork. Discuss what might happen and list the people affected. Write your answers in the space provided.

1. The cook has already left for the day and did not set the frozen fish in the refrigerator to thaw for the following day.

2. The person ordering detergent for the dishmachine forgot to order it.

V. A successful employee should know how to get along with fellow workers. Circle the answer which best describes how you would react?

1. You have overcooked the broccoli for the noon meal. You would:
   a. blame it on your co-worker because he/she was talking to you.
   b. admit that it was your fault.
   c. complain that the temperature gauge must be wrong.

2. The manager tells you that he has figured out a way to improve your job that will cut down on time and save money. You would:
   a. be willing to try his new way.
   b. tell him you like the way you are doing your job now, and you don't want to change it.
   c. tell him to get another person to try his new idea.

WORKSHEET #2

I. List 5 rules to help you work with the public.

1.
2.
3.
4.
5.

II. Read the statements below and circle the letter of the answer that best describes the effective way to relate to the public.

1. A customer complains that her steak is undercooked. You would:
   a. blame it on the cook.
   b. tell her to eat it anyway.
   c. offer to take it back and have it cooked longer.

2. A customer claims that he has been overcharged by you for his meal. You would:
   a. tell him you are a math whiz and you couldn't be wrong.
   b. ring it on the cash register anyway.
   c. check the bill again and correct it.

3. You just had an argument with your boss. A customer is waiting for you to take his order. You would:
   a. smile and act as though you are not upset.
   b. complain to the customer about what a terrible boss you have.
   c. quit your job.

4. A customer found a hair in her salad and complains to you about it. You would:
   a. tell her not to worry, that it is probably her own hair.
   b. offer to replace it with a fresh salad.
   c. blame it on the salad maker.

5. The dinner rush hour is over and you are ready for a break. The host sets a family at your waitress station . You would:
   a. take a break anyway and let the family wait on you.
   b. wait on the family and tell yourself you can take a break later.
   c. tell the family how tired you are and how much you would like a break.

#2

INFORMATION SHEET

Have you ever seriously thought about how you use your time? Do you treat it as a valuable resource or do you abuse it? Do you realize how your time management affects the attitudes and actions of co-workers, employers, and even customers? Like any other resource, time can be wisely spent or wasted through poor management. Most workers are judged by the way they use and manage time. In food service, when you are late, others must do your job. Teamwork depends on wise time management.

How do you arrive at successful time management? It requires a realistic, well-thought-out PLAN. In making such a plan, you must recognize your limitations and realize that any plan will fail unless you are willing and able to follow it.

Now, let's begin making a plan for time management. Follow these steps:

1. List the tasks to be done. Beside each task, write the estimated amount of time it will take to finish that task.

2. Develop a schedule. This means setting a deadline. A deadline will help you to get work done in time. Plan the best sequence for carrying out the schedule. Be sure to mix heavy work with light work to prevent fatigue (over-tiredness.) Also remember, your schedule must fit in with the schedule of co-workers.

***HINT! For developing time schedules, work backwards from the deadline. (see resource item).

3. Follow your schedule. Carry-out your plan of action with as few changes as possible.

4. Evaluate your schedule. After following your schedule, ask yourself these questions:
   - -Could my schedule be improved? How?
   - -Does it need to be more flexible?
   - -What part(s) of the job took more time? less time?
   - -Did my like/dislike for parts of the job affect my schedule?
   - -Will the extra time and effort pay off in the end?

12
1
2
3
4
5
6
7
8
9
10
11

INFORMATION SHEET #2 (Continued)

Sample Time Schedule

HERE'S HOW TO------

Make a time schedule for the following recipe. Plan the time at which you will begin preparation and the time at which you will begin each major step and how long each step will take. The food should be ready for service at 11:30.

TOSSED SALAD

Size portion: 2 oz.

Servings: 25

INGREDIENTS	AMOUNT	PROCEDURE
Carrots, shredded	3	Clean and wash all vegetables. Drain. Prepare as directed. Combine just before serving and toss lightly. Portion into salad bowls. Wrap with film Place on serving line.
Celery stalks, chopped	3	
Green onions, chopped	3	
Green peppers, chopped	1	
Purple cabbage, shredded	¼ head	
Lettuce	1 head	
Tomatoes, cut in wedges	4	

TIME SCHEDULE

Times	Steps to Follow
9:35-9:45	Collect all ingredients on a tray. Take to food sink.
9:45-9:50	Assemble utensils and equipment. Take to salad station.
9:50-10:05	Clean and wash all vegetables. Allow to drain. Clean food sink.
10:05-10:10	Assemble salad bowls on tray. Place aside until needed.
10:10-10:45	Prepare vegetables. Refrigerate each one after preparation.
10:45-11:00	Clean work station.
11:00-11:05	Combine ingredients and toss.
11:05-11:15	Portion into salad bowls.
11:15-11:25	Wrap individually with film.
11:25-11:30	Place on serving line.
11:30-11:40	Clean work station.

CONSUMABLE

WORKSHEET #3

I. Define time management and list the steps for making a plan or time schedule.

II. Using any standardized quantity foods recipe(see for example, Plain Muffins in Food for Fifty), plan a time schedule for its preparation. Outline time needed for each major step, if food must be served at 11:30.

TIME SCHEDULE

Times	Steps to Follow

ACTIVITY #2

I. Read the case studies below. On another sheet of paper, identify the problem and answer the questions given for each case study.

1. Karen received a hamburger and was charged for both a hamburger and french fries. She reported this to the counter worker who denied the action. She then complained to the manager.

   A. What caused the problem? B. Who is affected? C. How can it be corrected?

2. Jim, the waiter, had a full waiter station. He was having a hard time keeping his customers satisfied. Julie did not have a full station. She noticed that Jim's customers needed coffee refills, but she did not refill them because it wasn't her station.

   A. What caused the problem? B. Who is affected? C. How can it be corrected?

3. Rob was in charge of the dessert for Tuesday's luncheon. He was to prepare six cherry pies. He took it for granted that the pies were to be frozen pies. When he got to work on Tuesday morning and checked his recipe, he realized that he would be making them from scratch.

   A. What caused the problem? B. Who is affected? C. How can it be corrected?

II. Describe how you, as a mature person, would react in the above situations. Your instructor will evaluate your answers and class performance on the final checkout performance evaluation.

CONSUMABLE

POST-TEST

Exhibit Maturity

I. Read the following statements carefully. If the statement is true, write "T" in the blanks provided. If it is false, write "F".

_____ 1. A food service establishment can function smoothly without teamwork.
_____ 2. When you make a time schedule, you should stick to it and never make any changes in it.
_____ 3. Setting a deadline is not necessary when planning a time schedule.
_____ 4. When you need help with a task, you should try to do it yourself and not ask for help.
_____ 5. Having a good attitude is the most important quality to good teamwork.
_____ 6. Initiative is doing something without having to be told to do it.
_____ 7. Poor time management in food service can result in loss of customers.
_____ 8. As a food service worker, there is not anything you can personally do to organize your work area.
_____ 9. Placing equipment and supplies so they are convenient to use is important if you are to work efficiently.
_____10. It is acceptable behavior to argue with a customer when you know you are right.

II. Place in the blank the letter of the answer or answers below that best complete the question. NOTE! Use as many answers as are correct.

_________ 1. Which of the following are reasons for working together as a team?
- a. If one worker falls down, the others are effected.
- b. The employees have to depend on co-workers.
- c. If one worker fails, the quality of service fails.
- d. Only the high-paying jobs are important in order to be an effective food service establishment.

_________ 2. Which of the following are not examples of teamwork?
- a. Depending on others to do your job when you are late.
- b. Being late to work.
- c. Helping others when they need help.
- d. Blaming your co-workers when the customer complains.
- e. Accepting help from others when you need it.

III. Place a check in the blank beside the examples below that are essential elements for teamwork:

_____ 1. Critizing co-workers to employer.
_____ 2. Finishing your tasks or job on time.

POST-TEST (Continued)

_____ 3. Getting to know co-workers as individuals.
_____ 4. Taking credit for work done by others.
_____ 5. Talking conflicts out with co-workers.
_____ 6. Doing your share and nothing more.
_____ 7. Arguing with your employer in front of your co-workers.
_____ 8. Asking for help and advise when needed.
_____ 9. Showing concern about the establishment.
_____ 10. Learning new and better ways of doing your job.

IV. Re-arrange the following steps (1-10) for making a salad and make a time schedule so the salad is ready for service at 11:00 A.M.

Times	Step
	_____ a. Place on serving line.
	_____ b. Combine ingredients and toss.
	_____ c. Clean and wash vegetables, drain.
	_____ d. Portion into salad bowls.
	_____ e. Collect all ingredients on a tray.
	_____ f. Clean work station.
	_____ g. Prepare vegetables.
	_____ h. Assemble utensils and equipment.
	_____ i. Assemble salad bowls on trays.
	_____ j. Wrap individually with film.

V. Place a check in the blank beside the items below that are examples of time wasting habits while on the job.

_____ 1. Talking on the phone.
_____ 2. Asking your employer to repeat his instructions to you.
_____ 3. Working when you are fatigued.
_____ 4. Taking the time to think through a work schedule for the tasks.

POST-TEST (Continued)

_____ 5. Allowing utensils and ingredients to accumulate at your work station until the end of the day.
_____ 6. Cleaning up as you work.
_____ 7. Visiting with people who drop in.

VI. A new person has been hired to work on the serving line next to you. Your boss has praised the way you relate to the public and has asked you to talk with and help the new person. What rules and reasons for so doing would you talk about?

Write your answer in the space below.

FINAL CHECKOUT PERFORMANCE EVALUATION

Exhibit Maturity

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Identify the essential elements of teamwork.			
2. Demonstrate the rules for team effort. a. in large groups b. in small groups			
3. Identify acceptable behavior for working with others. a. in large groups b. in small groups			
4. Demonstrate the rules for working with others a. in large groups b. in small groups			
5. Identify acceptable behavior for relating to the public.			
6. Demonstrate the rules for effective public relations.			
7. Develop a time/work schedule.			
8. Follow a time/work schedule.			
9. Identify work habits that contribute to personal maturity.			
10. Demonstrate work habits that contribute to personal maturity.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) D, (2) G, (3) J, (4) B, (5) H, (6) F, (7) C, (8) A, (9) E, (10) I

II. (1) It helps to get the job done faster and provides better service to the customer.
(2) To make sure that tasks and products are completed on time or by the schedule.
(3) It makes for better working conditions and guarantees better service to the customers.
(4) Food service caters to the public. For a business to be successful, the customers must be satisfied with the quality of service they receive from the employers. The employer must make the public feel important.
(5) Answers will vary, check individually.

WORKSHEET #1

I. (1) Without teamwork, the customer receives neither quality food nor quality service. Employees must be able to depend on co-workers to do their job properly.

(2) As a food service worker, you will be working with and for other people. Fellow employees and employers, your co-workers, must feel a sense of teamwork present to produce quality food and service.

II. See information sheet #1

III. See information sheet #1

VI. (1) The fish will not be thawed for the next day and the menu will have to be changed. People affected - Cook, customers, person responsible for menus.

(2) The dishes will not be able to be washed. People affected - Dishwasher, waitress/waiter, customers, buspersons

V. (1) b, (2) A

WORKSHEET #2

I. See information sheet #1.

II. (1) c, (2) c, (3) a, (4) b, (5) b

WORKSHEET & EVALUATION KEY (Continued)

WORKSHEET #3

I. Time management is planning and organizing time to reach a definite goal.

Step 1 - List tasks to be done
Step 2 - Develop a schedule
Step 3 - Follow your schedule
Step 4 - Evaluate your schedule

II. Answers will vary, check individually.

ACTIVITY #2

Answers will vary, check individually.

POST-TEST

I. (1) F, (2) F, (3) F, (4) F, (5) T, (6) T, (7) T, (8) F, (9) T, (10) F

II. (1) a,b, c
(2) a,b, d

III. 2, 3, 5, 8, 9, 10

IV. (a) 9, (b) 6, (c) 3, (d) 7, (e) 1, (f) 10, (g) 5, (h) 2, (i) 4, (j) 8

Time schedule will vary.

V. 1, 3, 5, 7

VI. Answers will vary, check individually.

RESOURCE ITEMS

Working With Others

Have students divide into groups and discuss these topics.

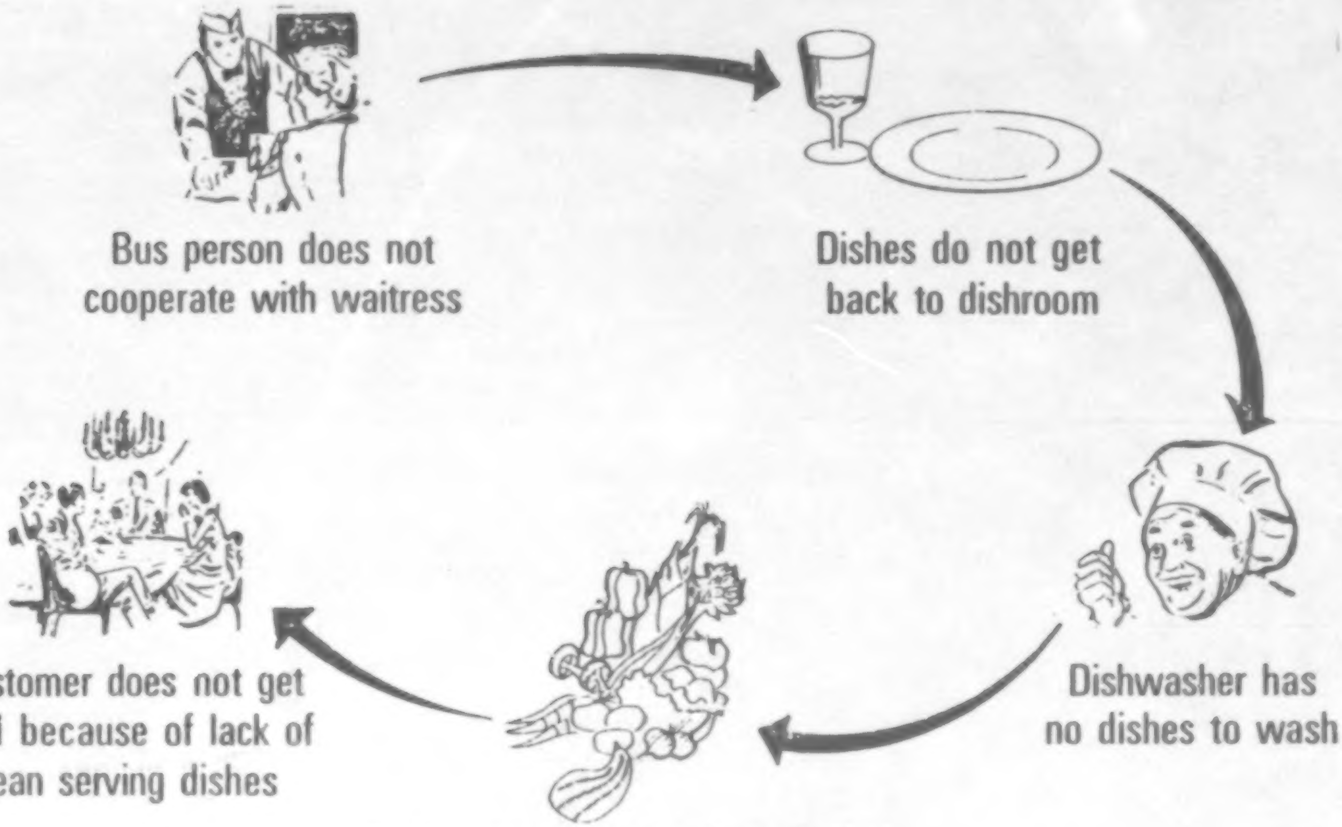
1. It is best to let new employees learn by just watching.
2. Employees work better when they have set a definite goal.
3. Employees do not like employers who are strict.
4. It is good to socialize with co-workers after work hours.
5. Each employee should be allowed to work at his or her own pace.
6. Employees should always work as a team while on the job.
7. It is wise to consult with employers when you are unsure of something.

Role Play Situations On Workers And Customers

1. A friend who has come into the Snack Bar wants to engage you in a long conversation, but you have to wait on other customers.
2. While you are serving a customer, another customer asks for a water refill from another waiter or waitress. That employee ignores the request and you return to find an upset and angry customer.
3. A customer complains loudly that his food is terrible.
4. An intoxicated customer is causing a disturbance in the restaurant.
5. A customer complains loudly that you have overcharged him on his check.

RESOURCE ITEM

Teamwork Chain Reaction*



Bus person does not cooperate with waitress

Dishes do not get back to dishroom

Dishwasher has no dishes to wash

Serving area has no clean dishes so food stays in preparation area

Customer does not get food because of lack of clean serving dishes

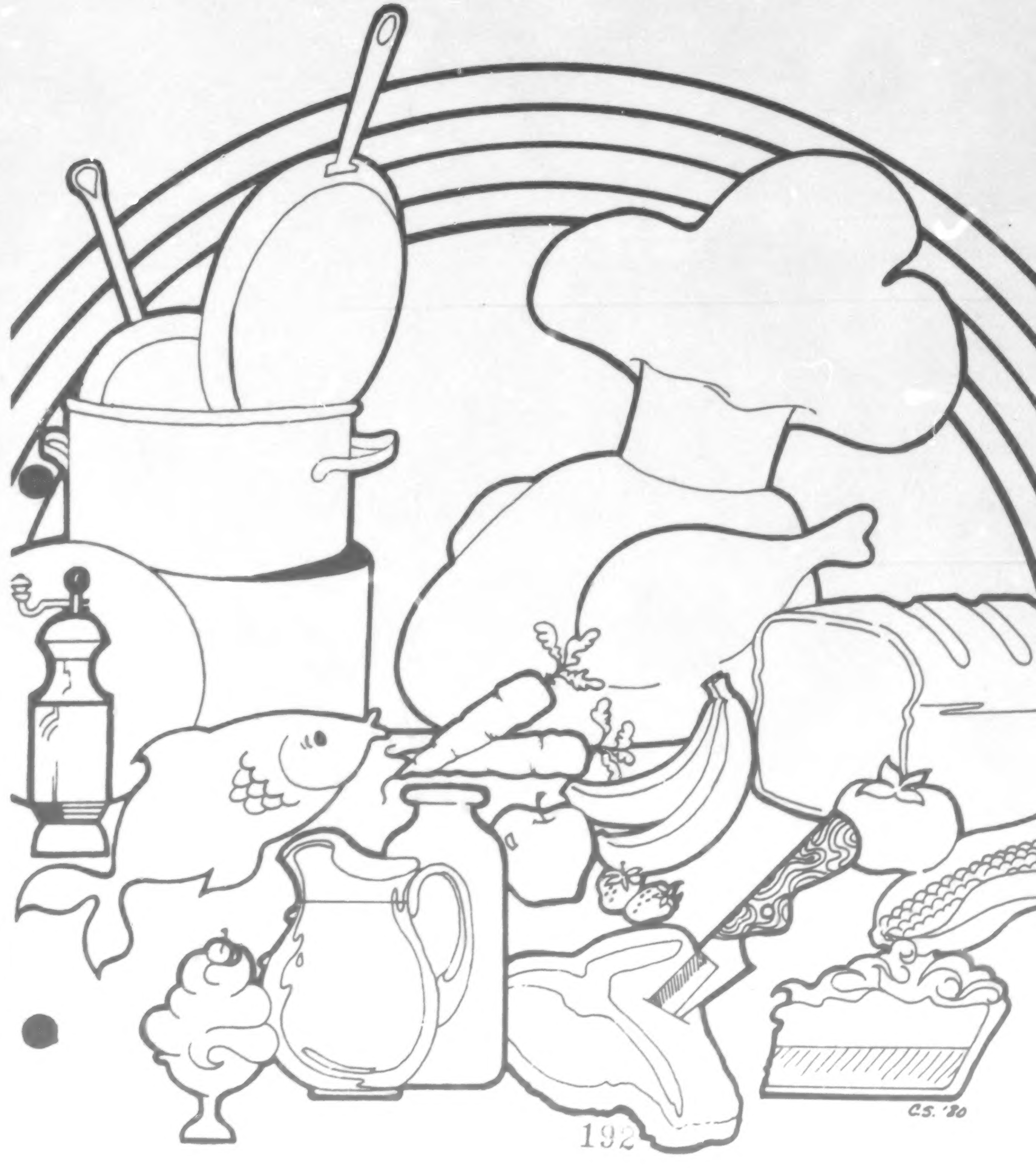
(7) T.23

TRANSPARENCY MASTER

*From Food Service Production and Service

Food Service Worker

MODULE 8: PERSONAL GROOMING



PERSONAL GROOMING

Competence Area: B. Human Relations/Personal Development

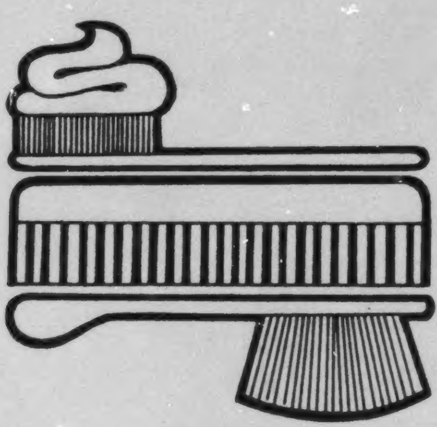
Competency Statement: 4.00 Exhibit Personal Grooming/Well-Being

Tasks:			Level
	.01	Maintain physical fitness	Basic
	.02	Demonstrate body poise	Basic
	.03	Select and wear clothing (jewelry) applicable to your job	Basic
	.04	Demonstrate personal hygiene	Basic

Specific Student Performance

Given a list of twenty grooming practices important to job success, the student will correctly demonstrate all twenty.

Prerequisites: None

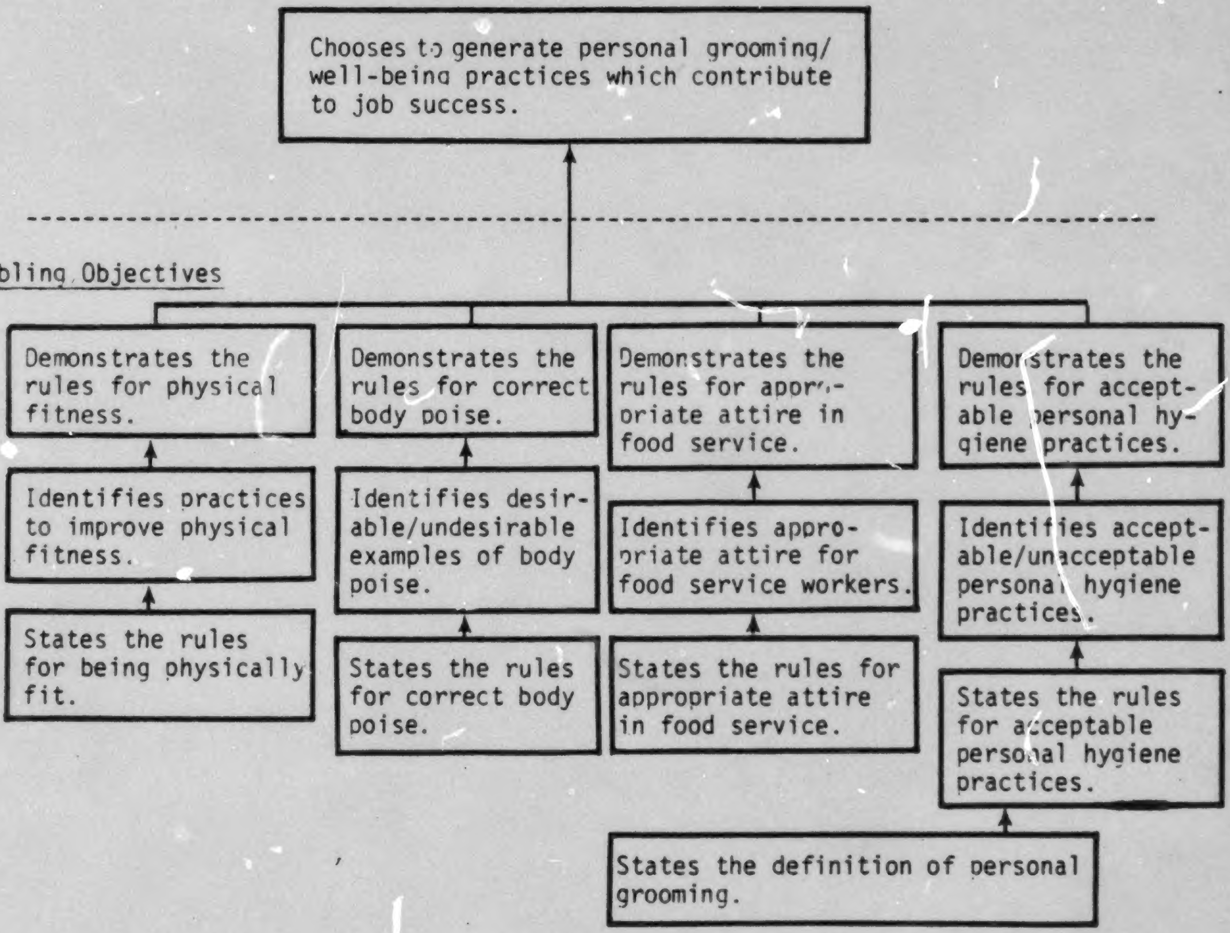


LEARNING HIERARCHY

Specific Student Performance

Given a list of twenty grooming practices important to job success, the student will correctly demonstrate all twenty.

Performance Objective



Chooses to generate personal grooming/ well-being practices which contribute to job success.

Enabling Objectives

Demonstrates the rules for physical fitness.

Identifies practices to improve physical fitness.

States the rules for being physically fit.

Demonstrates the rules for correct body poise.

Identifies desirable/undesirable examples of body poise.

States the rules for correct body poise.

Demonstrates the rules for appropriate attire in food service.

Identifies appropriate attire for food service workers.

States the rules for appropriate attire in food service.

Demonstrates the rules for acceptable personal hygiene practices.

Identifies acceptable/unacceptable personal hygiene practices.

States the rules for acceptable personal hygiene practices.

States the definition of personal grooming.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Complete activity #1. Consumable.
5. Read and study information sheet #1.
6. Complete worksheets #1 and #2. Consumable.
7. Read and study information sheet #2.
8. Complete worksheets #3 and #4. Consumable.
9. Complete activity #2.
10. Request post-test from instructor - complete. Consumable.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct each student to complete the pre-test, optional.
2. Go over objectives with the group.
3. Discuss vocabulary words.
4. Direct each student to complete activity #1. Collect and discuss.
5. Direct each student to begin activity #2.
6. Read and discuss information sheet #1.
7. Direct each student to complete worksheet #1. Discuss.
8. Use worksheet #2 as a transparency. Discuss.
9. Read and discuss information sheet #2.
10. Direct each student to complete worksheet #3. Collect and evaluate.
11. Use worksheet #4 as a transparency. Discuss.
12. Direct each student to complete the post-test. Evaluate.
13. Direct each student, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Food Service Careers, 1979 edition.
b. Exploring Professional Cooking, 1980 edition.
c. Being a Food Service Worker, 1967 edition.

PROCESS SHEET (Continued)

II. Audio-Visual Aids

a. Films - The Clean Book
(From Association Films, Inc., Modern Talking Pictures Service, Inc., 216 East Superior Street, Chicago, IL)
- How Do You Look When It Counts
Personal Grooming And Hygiene
(From National Educational Media, 15760 Ventura Boulevard, Encino, CA 91436)
- Tricks of the Trade
(From Bristol-Meyers Company, Educational Service Department, Room 45, Rockefeller Plaza, New York 20, NY)

b. Filmstrips - You Are What You Eat
- Teenage Nutrition: The Picture of Health
(From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

c. Bulletins - Guide to Good Grooming, by Patricia Stevens
(From Science Research Associates, 259 East Erie Street, Chicago, IL)
- Rating Scale for Personal Appearance
(From Charles A. Bennett Co., Peoria, IL)

III. Activities

1. Invite a panel of employers to class. Ask them what they expect from their beginning workers concerning grooming practices.
2. Video-tape or take pictures of students to analyze their body poise.
3. Discuss the following statements:
   "Personal hygiene habits help or hinder service."
   "Initial contact with the employee sets the mood for the customer."
4. Direct each student to complete "Self-Improvement Project." (See resource item).
5. Discuss "Aids To Getting A Good Night's Sleep." (See resource item).
6. Play the game "Posture Alert." (See resource item).
7. Have students role play ideas on posture. (See resource item).
8. Take a field trip to food service establishments in the community to observe proper attire for the types of jobs being performed.
9. Demonstrate the proper way to wash hands.
10. Discuss case studies on grooming. (See resource item).

PRE-TEST

Personal Grooming

Directions: Read the statements below carefully. Place a check (✓) in the blank beside each statement that describes acceptable (good) grooming and health practices.

_____ 1. Have a medical check-up once a year.

_____ 2. Visit a dentist every three months.

_____ 3. Eat one balanced meal a day for energy to do work.

_____ 4. Bathe or shower daily.

_____ 5. Wash hands after visiting the restroom.

_____ 6. Do not wear fingernail polish.

_____ 7. Wear jewelry to match your clothing.

_____ 8. Prevent tiredness (fatigue) with good posture.

_____ 9. Brush your teeth at least twice daily.

_____10. Balance your weight on one foot.

_____11. Use your back muscles when bending or lifting.

_____12. Wear open-toed, comfortable work shoes.

_____13. Shampoo hair once a week.

_____14. Use a handy towel or apron to cover a sneeze.

_____15. Wear deodorant or antiperspirant daily.

_____16. Wear clean undergarments daily.

_____17. Repair rips or loose hems when you have more time.

_____18. Leave hair uncovered when working with food.

_____19. Chew gum on the job.

_____20. Avoid strong perfumes or after shaves.

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Complete activity #1.
3. Read and study information sheet #1.
4. Complete worksheets #1 and #2.
5. Read and study information sheet #2.
6. Complete worksheets #3 and #4.
7. Complete activity #2.
8. Request post-test from instructor - complete.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Abdomen - Your stomach.
2. Antiperspirant - A product used to stop sweat and odors.
3. Attire - Clothes, what you wear.
4. Cleanliness - Being personally neat and tidy.
5. Complexion - The appearance of your skin.
6. Coordination - The combination of actions or movements which flow smoothly together.

VOCABULARY (Continued)

7. Cuticle - The skin that surrounds the edge of your fingernails and toenails.

8. Deodorant - A product used to stop odors.

9. Fatigue - Becoming physically or mentally tired from hard work, lack of rest, or improper diet.

10. Floss - To clean between teeth with a silky thread.

11. Hygiene - Practices that help develop and maintain health.

12. Personal Grooming - Steps you follow to keep yourself clean and neat.

13. Perspiration - Waste material lost from the body through the skin; body sweat.

14. Physical Fitness - Sound body condition ; physically healthy.

15. Poise - The way a person carries himself/herself.

16. Posture - The position of the body when you walk, stand or sit.

17. Self Confidence - Feeling positive about yourself and your abilities.

CONSUMABLE

ACTIVITY #1

Directions: The grooming habits below are important to job success in food service. Place a check (✓) in the column which best describes _your_ present grooming habits. BE HONEST!

	Most of the Time	Sometimes	Seldom/ Never
I. Physical Fitness Do You:			
A. Have a medical check-up once a year?			
B. Visit a dentist twice a year?			
C. Eat three balanced meals a day?			
D. Exercise regularly?			
E. Stay out of school/work when sick?			
F. Get enough rest and sleep?			
II. Body Poise Do You:			
A. Keep your shoulders straight when standing, walking, or sitting?			
B. Flatten your stomach when standing or walking?			
C. Tuck your hips under when standing or walking?			
D. Keep your head held high when standing or walking?			
E. Balance your weight on both feet?			
F. Keep your arms to your side when standing or walking?			
G. Keep your back straight when sitting?			

WORKSHEET

ACTIVITY #1 (Continued)

	Most of the Time	Sometimes	Seldom/ Never
H. Keep your knees and ankles close together when sitting?			
I. Use your leg muscles when bending or lifting?			
III. Clothing and Jewelry Do You:			
A. Wear clean, well-pressed clothing or uniforms daily?			
B. Wear dresses/skirts or pants that are neither too short nor too long?			
C. Wear clean socks or hose?			
D. Fasten all hooks, snaps, or buttons on clothing?			
E. Repair all rips or loose hems in clothing?			
F. Wear clean aprons and caps/hairnets?			
G. Wear clothing that is suitable for the occasion?			
H. Wear comfortable clothing and shoes?			
I. Wear clean shoes with low heels, closed toes, and nonslip soles?			
J. Replace dirty or worn out shoelaces in shoes?			
K. Wear only simple jewelry?			

ACTIVITY #1 (Continued)

	Most of the Time	Sometimes	Seldom/ Never
IV. Personal Hygiene Do You:			
A. Take a bath or shower each day?			
B. Wear clean undergarments?			
C. Use a deodorant or antiperspirant each day?			
D. Shampoo hair as needed?			
E. Keep hair secured with a hairnet/ cap when working around food?			
F. Keep your hands clean?			
G. Have clean, well-kept nails?			
H. Brush your teeth at lease twice a day?			
I. Keep feet and toenails clean?			
J. Avoid strong perfumes or after shaves?			
K. Males - shave when needed?			
L. Females - use little make-up?			
M. Dispose of gum before class or work?			
N. Smoke only in designated areas at certain times?			

#1 INFORMATION SHEET

Because an employer represents the business he/she works for, a customer will often judge an establishment by its employees. Any employee who is clean and neat will indicate a clean, successful business. Therefore, there are five reasons for proper personal grooming practices:

1. They make the worker more attractive to the customer.
2. They prevent disease and the spreading of germs.
3. They increase safety by knowing the correct clothes to wear.
4. They make the job easier.
5. They fulfill strict codes of appearance most food service operations follow.

Personal appearance can help or hinder any service offered by a business. An attractive appearance will make the customer aware of quality service. An unattractive appearance will take attention away from service. Remember - the goal of food service is quality food/service.

Physical Fitness

Serving food is hard work, especially if a food service worker is not in sound physical condition. The state of health of the employee has a direct effect on the health of co-workers and customers in the establishment. Therefore, it is important that the food service worker be aware of the effect physical fitness can have on others.

Basic rules to be physically fit:

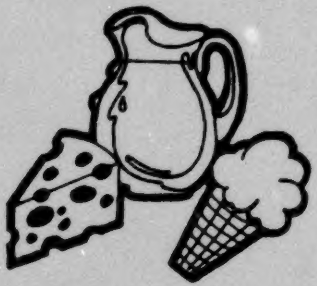
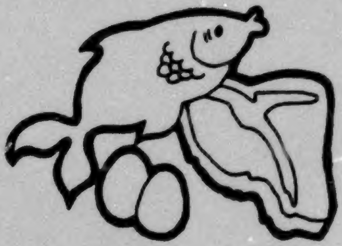
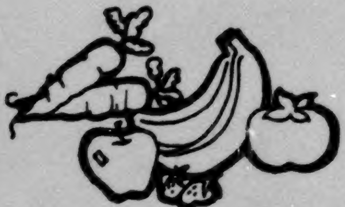
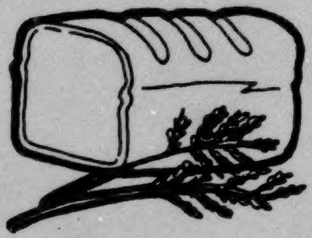
1. Have a thorough medical check-up once a year. A physical check-up is sometimes required by food service establishments before an employee can begin work.

INFORMATION SHEET #1 (Continued)

2. Visit a dentist twice a year. Your teeth should be cleaned and all necessary dental repair work done. Your dentist can demonstrate the proper way to brush and floss teeth. Proper brushing and dental repair will insure an attractive smile and fresh breath.

3. Eat proper amounts of nutritious foods. Eating three well-balanced meals a day is one practice leading to a pleasing outward appearance. A person who is eating "healthy" shows it in his/her attitudes, looks, and actions. Food also supplies you with energy you need to work. To insure that you are eating the foods in the right amounts, follow the chart below when planning the foods you eat each day.

BASIC FOUR FOOD GROUPS

Milk Group  4 or more glasses	Meat Group  2 or more servings
Vegetables and Fruit Group  4 or more servings	Bread and Cereal Group  4 or more servings

4. Get plenty of rest. You need rest and sleep to fight off fatigue during the day. How much you need depends on several factors - the type of work you do, level of activity, body size, and the amount of exercise you get.

5. Get plenty of exercise. You will feel and look better if you exercise. Exercising also helps you sleep better at night.

6. Stay at home when feeling sick. When you report to work ill, you not only hurt yourself but affect others by spreading your illness. It is wiser to stay at home, then to endanger others.

Body Poise

Body poise is a personal grooming practice that is often overlooked. We don't really think about it as much as we should. Correct posture is an indication of sound health. Posture needs to be checked several times a day. Having proper posture relays a feeling of self-pride and creates a feeling of self-confidence. If checked and corrected, proper posture will also reduce fatigue.

Rules for correct posture when standing and walking:

1. Keep your shoulders erect and straight.
2. Lift your rib cage out of your waistline and keep your chest cavity up.
3. Flatten your abdomen and tuck your hips under.
4. Keep your head held high and in an upright position.
5. Balance your weight on both feet.
6. Keep your arms to your side.

Now, study both your front and side views in a mirror to see if you look better. Do you feel better? Do you feel taller?

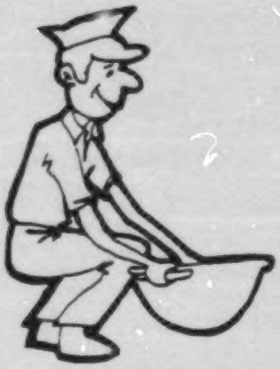
Rules for correct posture when sitting:

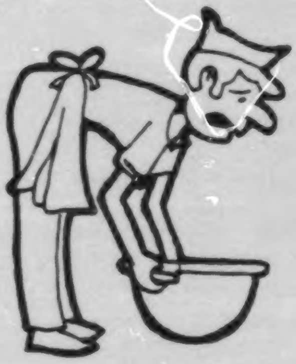
1. Keep your back as straight as possible when preparing to sit down.
2. Lower your body to the edge of the chair and slide back after you are seated, raising your weight slightly with your arms.
3. Keep the base of your spine against the back of the chair to prevent slumping.
4. Keep your knees and ankles close together.
5. Reverse the procedure to rise from a sitting position.

INFORMATION SHEET #1 (Continued)

Rules for correct posture when bending:

1. Bend at your knees and keep your back as straight as possible. Do Not bend from the waist. Your leg muscles are stronger than your back muscles.
2. As you lift or stand, place the strain on your leg muscles and not on your back muscles. These motions will protect your back from injury.
3. Keep your arms tucked in to your side when carrying or lifting. This will prevent strain on your shoulder muscles and help you avoid collisions with others.





WORKSHEET #1

Directions: Having trouble performing your best while at work? Identify the problems in the situations below and explain how you would correct them. Write your answers in the space provided.

1. You had a date last night and got to bed late. You overslept this morning and didn't have time to eat breakfast. Around 10:00 you begin to get tired, and you are having trouble concentrating on your work. All you can think about is eating lunch, making it through the afternoon, and going home for a nap.

2. You begin a new job as a busperson. You did not realize the extent of your work - standing for long periods of time, lifting and carrying heavy objects, walking between the dining room and kitchen many times a day. By the end of your shift you are out of breath, tired and sore from so much physical labor.

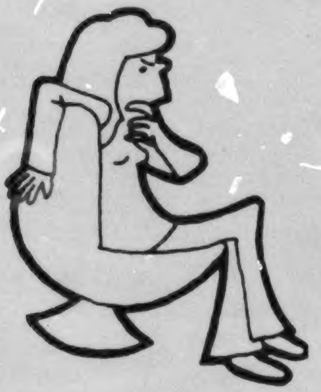
3. You woke up this morning with a fever of 103°, chilling and aching. You thought it was just a virus that would go away so you reported to work as scheduled. After working for one hour, you get so sick that you have to go home.

CONSUMABLE

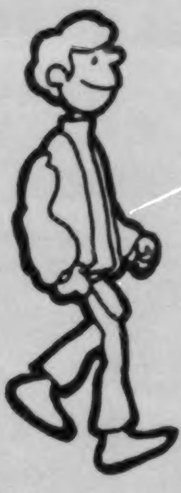
WORKSHEET #2

Directions: Shown below are examples of desirable and undesirable body poise. Draw a circle around the examples of desirable (good) body poise/posture.

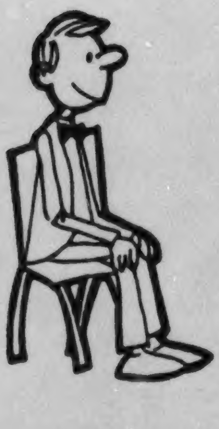
1.



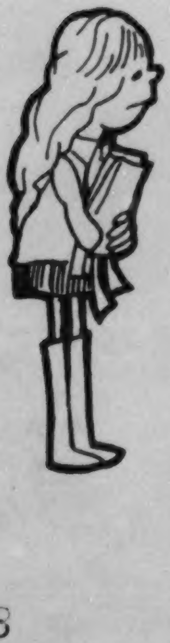
2.



3.



4.



WORKSHEET

#2 INFORMATION SHEE

Clothing and Jewelry

The clothing and jewelry you wear while on the job will tell people a lot about you. As a food service employee, it is your responsibility to make an acceptable impression on others. Keep in mind that you represent the business you work for. Therefore, you should look your best and follow the dress code of the establishment.

Uniforms

Service and production employees often wear uniforms on the job. Although these uniforms are usually selected by the establishment, some workers are allowed to choose their own working attire. Whether you are required to wear a uniform or choose your own working clothes, you should follow these rules:

1. Your clothes or uniform should be clean, neat and well-pressed.
2. Skirts or pants should not be too short nor too long.
3. Clean socks or hose without runs should be worn.
4. Hooks, snaps, and buttons should be securely fastened.
5. All rips, seams, loose hems or cuffs should be mended as needed.
6. Aprons and caps should always be clean and well-pressed.
7. Shirts and/or blouses should not be too revealing.
8. Do not wear loose clothing which could get caught in equipment (such as, baggy sleeves, shirttails hanging loose, tassels, etc.)
9. Do not wear binding or uncomfortable clothing.

Shoes

Most of your working hours are spent walking and standing. You should follow these rules when choosing your work shoes:

1. They should be comfortable. The shoes should be large enough for the foot to expand to its natural size without rubbing against the inside of the shoe.
2. Shoes should have low, broad heels and be in good repair.
3. Non-slip soles and heels are a good investment and are safer in food service establishments.
4. Shoes should be clean and shiny.
5. Shoelaces should be clean and replaced as needed.

INFORMATION SHEET #2 (Continued)

Jewelry

Most food service establishments do not allow employees to wear jewelry while working (other than plain wedding bands and watches.) Jewelry can fall into food being prepared, and rings are a perfect place for bacterial growth. Leave your jewelry at home to prevent losing it or having it stolen.

Personal Hygiene

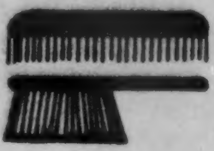
Because food service employees make an impression on both customers and co-workers, employees must follow personal hygiene practices and maintain high standards of personal cleanliness.

Rules for acceptable personal hygiene practices:

1. Take a bath or shower each day. Always use soap and a clean wash cloth and towel. Batheing removes perspiration and helps prevent body odor.
2. Put on clean undergarments each day.

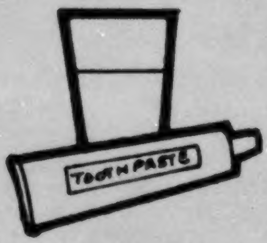
SHAMPOO
RINSE

3. Use a deodorant or antiperspirant daily. They must be applied to clean skin to be effective.
4. Shampoo hair as frequently as needed. Hair collects odors, so it should be washed at least twice a week. It should be brushed daily and arranged in an attractive manner. Long hair should be held back by clips, bands, or combs. Stray hair should be kept out of food with clips. (Hairnets or caps are usually required by most food service establishments.) If you have a dandruff problem, you should use a product which controls it. Hair brushes and combs should be cleaned each time you wash your hair so dirt and germs are not brushed back into clean hair.



INFORMATION SHEET #2 (Continued)

5. Hands and nails should be kept clean. Clip fingernails short and file them in the shape of your fingertips. Push back cuticles to prevent hang-nails. Fingernail polish is OUT; it can chip into the food as well as hide dirt under the nails. Wash hands with hot water and soap from a dispenser, then dry with disposal towels. Wash hands before work, after using the restroom, and after handling dirty objects.
6. Brush your teeth at least twice a day. Always brush them before beginning work. It may be necessary to keep a toothbrush and toothpaste in your locker so you may brush your teeth after eating.
7. Keep feet and toenails clean. If your feet tire easily, soak them in hot water at night and apply lotion. If you have a problem with foot odor, use a foot powder or foot spray. Toenails should be clipped in the shape of the toe and filed.
8. Wash your face at least twice a day to remove dirt and oil. Improper eating habits and lack of rest can cause a poor complexion. If you have blemishes, consider using a product specifically made for skin problems. Drinking plenty of water will help you have a clearer complexion.
9. Avoid strong perfumes and after shaves and highly-scented soaps. Sometimes strong scents annoy guests.
10. Males: Always be clean-shaven. Avoid wearing beards, as hair could fall in the food.
11. Females: Do not over-do face make-up. Keep it simple and use as little as possible.
12. Chewing gum is absolutely OUT. You could accidentally drop it in the food.



Hands are capable of transmitting germs and illness. Follow these special rules regarding your hands:

1. Wash thoroughly after restroom visits, after smoking, after working with raw food or utensils.
2. Keep your hands away from your face, hair, and ears when handling food.
3. Cover coughs and sneezes with your hands, then wash them.
4. Wash cuts, apply first aid and bandage them. This applies to cuts or sores on fingers, hands, or arms.
5. Wash hands after bussing a table.
6. Do not use fingers or hands for tasting. Use a spoon, and never put it back in the food after you use it.

WORKSHEET #3

Directions: Listed below are examples of attire for a counter worker. Place a check in the appropriate column describing attire as acceptable or unacceptable.

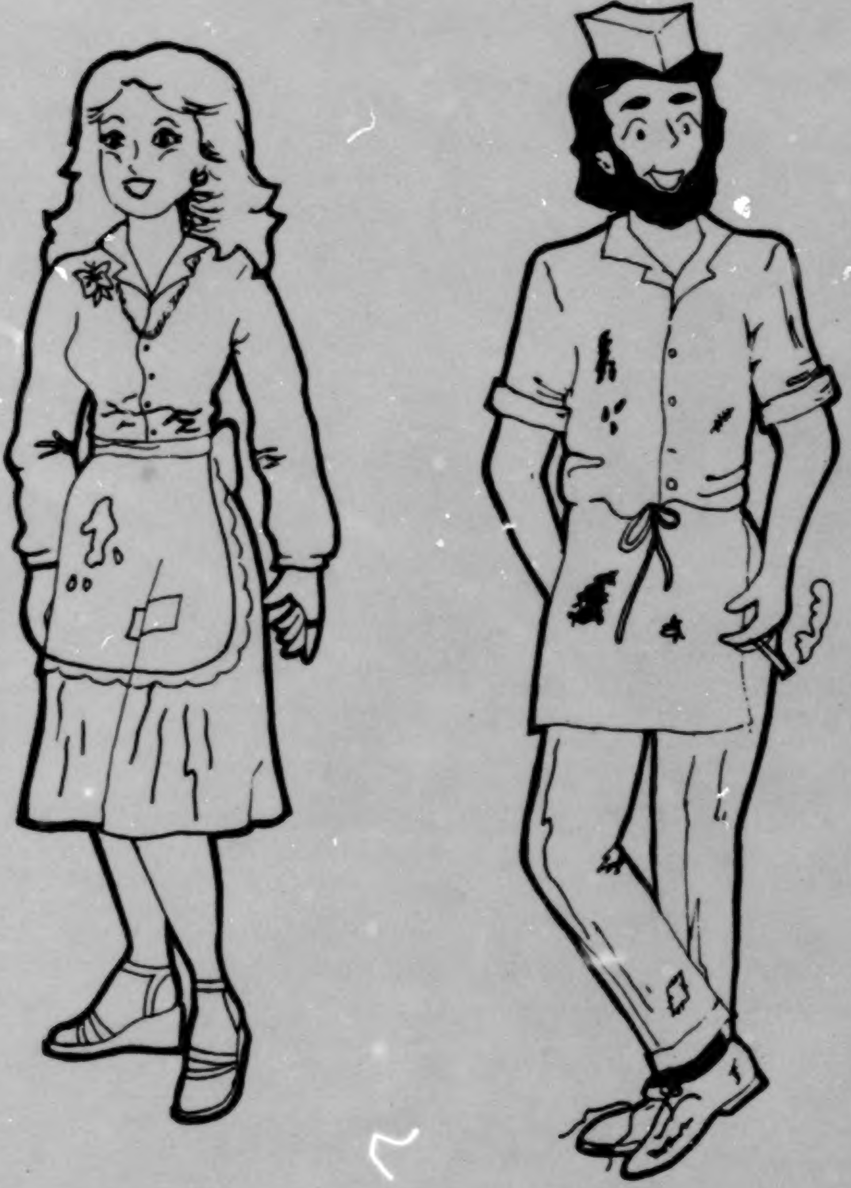
Attire/Clothing	(Good) Acceptable	(Bad) Unacceptable
1. A clean apron		
2. A charm bracelet		
3. Sandals		
4. A clean, white uniform		
5. Low-heeled shoes		
6. A low-cut blouse		
7. A tee-shirt with picture		
8. High-heeled shoes		
9. A baseball cap		
10. Comfortable shoes		
11. A watch		
12. A strapless dress		
13. A turquoise necklace		
14. Blue jeans raveled at the bottom		
15. Socks worn the day before		

WORKSHEET

CONSUMABLE

WORKSHEET #4

Directions: Look at the food service workers below. They have NOT followed the rules for personal grooming. You can help them out by circling their unacceptable (bad) grooming practices.



ACTIVITY #2

Directions: Make a schedule for personal grooming. Select five practices which should be done daily and/or weekly. Write these practices on another sheet of paper (See chart below for example!). At the beginning of each class period, check on your chart those grooming practices you have followed. Make and complete your chart for 2 weeks.

GROOMING SCHEDULE

Dates														
I. Daily -														
1. Taking a shower														
2.														
3.														
4.														
5.														
II. Weekly -														
1. Caring for nails														
2.														
3.														
4.														
5.														

CONSUMABLE

POST-TEST

Personal Grooming

I. Define the following words/terms.

a. physical fitness -

b. hygiene -

c. personal grooming -

II. Directions: Read the statements below carefully. Fill in the blanks with the word or phrase that best completes the statement.

1. A person should bathe or shower ______________________.
2. Deodorant or antiperspirant should be used ______________________.
3. Clean undergarments should be worn______________________.
4. Brush your teeth at least ____________________daily.
5. Fingernails should be ________________and ________________.
6. Balance your weight on _________________feet.
7. When bending or lifting, use you _________________muscles.
8. Everyone should have a medical check-up ______________.
9. To prevent fatigue (tiredness), one should get plenty of __________.
10. When sitting, keep your back ______________.
11. You should wash your face ___________daily.
12. Wear clean shoes with closed toes, nonslip soles, and __________heels.

FINAL CHECKOUT PERFORMANCE EVALUATION

Personal Grooming Practices

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student:	A	N	NA
1. Does not tire easily.			
2. Is physically healthy.			
3. Walks, stands, sits correctly.			
4. Holds head high.			
5. Uses leg muscles to lift or bend.			
6. Wears clean, well-pressed uniform/clothing.			
7. Wears proper attire for the job.			
8. Wears proper hair covering.			
9. Wears no jewelry except watch/wedding band.			
10. Wears comfortable low-heeled shoes.			
11. Is clean and neat.			
12. Has no body odor.			
13. Has clean, neatly-styled hair.			
14. Has clean teeth and fresh breath.			
15. Has short, clean, correctly filed fingernails.			
16. Uses little makeup (female).			
17. Is clean-shaven (male).			
18. Uses no strong perfume/after shave.			
19. Does not chew gum at work/in class.			
20. Smokes only in designated areas.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

1, 4, 5, 6, 8, 9, 14, 15, 16, 20

WORKSHEET #1

(1) Problems - Not enough rest; lack of a well-balanced breakfast.
Solution - Go to bed earlier, do not stay out as late when you have to work the next morning, eat breakfast on the way to work.

(2) Problems - Lack of physical conditioning or exercise.
Solution - Keep in good physical shape.

(3) Problems - Reporting to work sick.
Solution - Call in sick rather than expose others to your illness.

WORKSHEET #2

2, 3

WORKSHEET #3

*A = Acceptable
U = Unacceptable

(1) A, (2) U, (3) U, (4) A, (5) A, (6) U, (7) U, (8) U, (9) U
(10) A, (11) A, (12) U, (13) U. (14) U. (15) U

WORKSHEET #4

See Next Page

POST-TEST

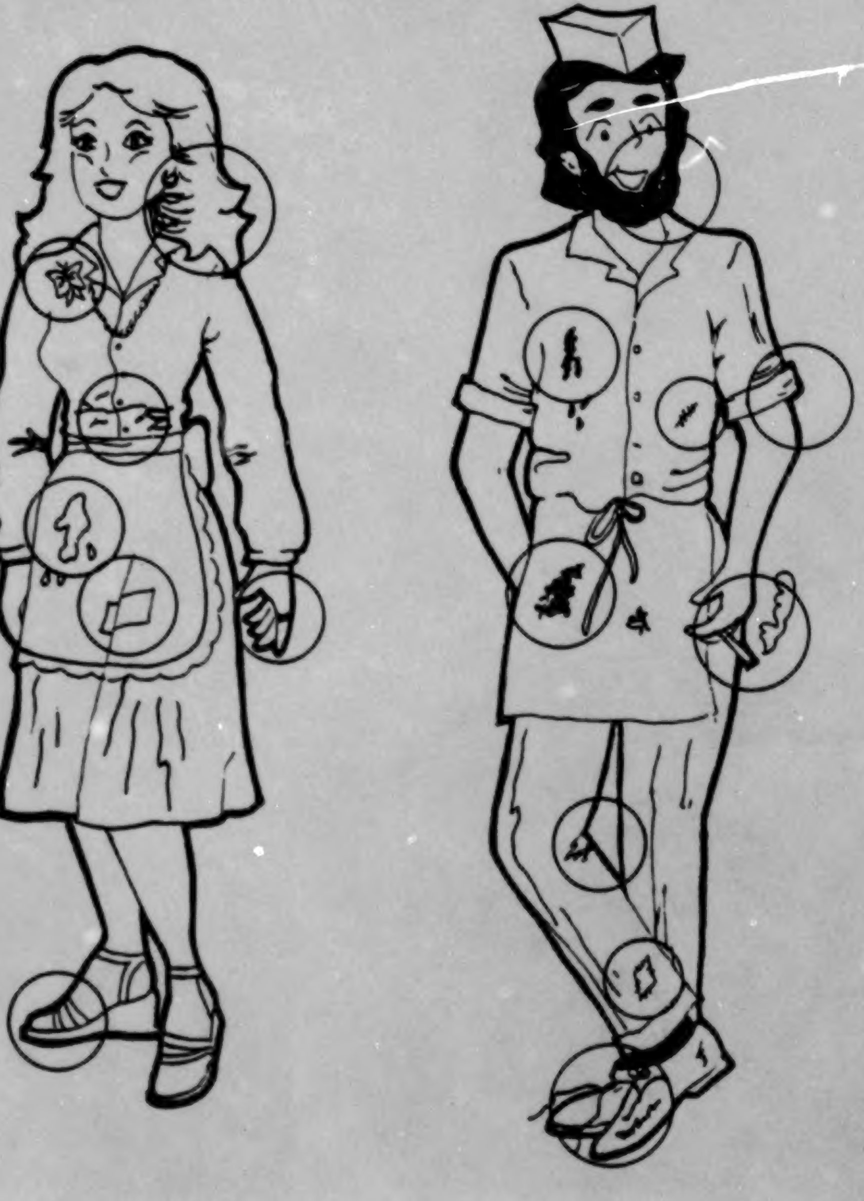
I. (a) Physical fitness - Sound body condition; physically healthy.
(b) Hygiene - Practices that help develop and maintain health.
(c) Personal grooming - Steps you follow to keep yourself clean and neat.

II. (1) every day, (2) every day, (3) every day, (4) twice
(5) short, clean, (6) both, (7) leg, (8) once a year,
(9) rest or sleep, (10) straight, (11) twice, (12) low

KEY

WORKSHEET #4

Directions: Look at the food service workers below. They have NOT followed the rules for personal grooming. You can help them out by circling their unacceptable (bad) grooming practices.



WORKSHEET

RESOURCE ITEMS

Self-Improvement Project

Directions: Have students select one of the following self-improvement projects or one of their own. Have them state their goal and write a plan of action for accomplishing that goal. Determine their project grade by how well they identify their weak areas and carry out their plan.

1. Bathing habits
2. Clothing care
3. Complexion care
4. Eating habits
5. Hair care
6. Hand care
7. Make-up
8. Mouth care
9. Physical fitness
10. Weight control

Aids To Getting A Good Night's Sleep

Directions: Discuss in class the following aids for getting a good night's sleep. How might they help someone sleep better? Can the students think of any more?

1. Avoid excitement before bedtime.
2. Follow a schedule for going to bed and getting up in the morning.
3. Refrain from eating before going to bed, especially spicy foods.
4. Exercise regularly each day.
5. Try to forget your worries before going to bed.
6. Do not sleep with too much covering.
7. Make the room as dark as possible.
8. Have good ventilation in the room.
9. Wear loose fitting pajamas or gowns.

Posture Alert

Directions: Each day the instructor or a designated student will call out "Posture Alert" any time during the class period. Everyone must freeze without changing their position. Ask several students to analyze their posture. Note those students displaying correct posture.

RESOURCE ITEMS

Role Play Ideas

Directions: Have students role play the following examples of posture.

1. Sam Slouch - Backward crouch, head down, saggy shoulders, sunken chest.
2. Sarah Swayback - Full of curves in funny places, hollow spine, rump sticking out.
3. Harold Hump - Round and plump, hump on back, can't stand straight.
4. Sherry Stiff - Stiff spine and legs, won't move head, waddles like a toy soldier.
5. Paul Posture - Aligned body, perfect posture.

Case Studies On Grooming

Directions: Discuss the following case studies. Have students identify desirable and undesirable grooming practices in each.

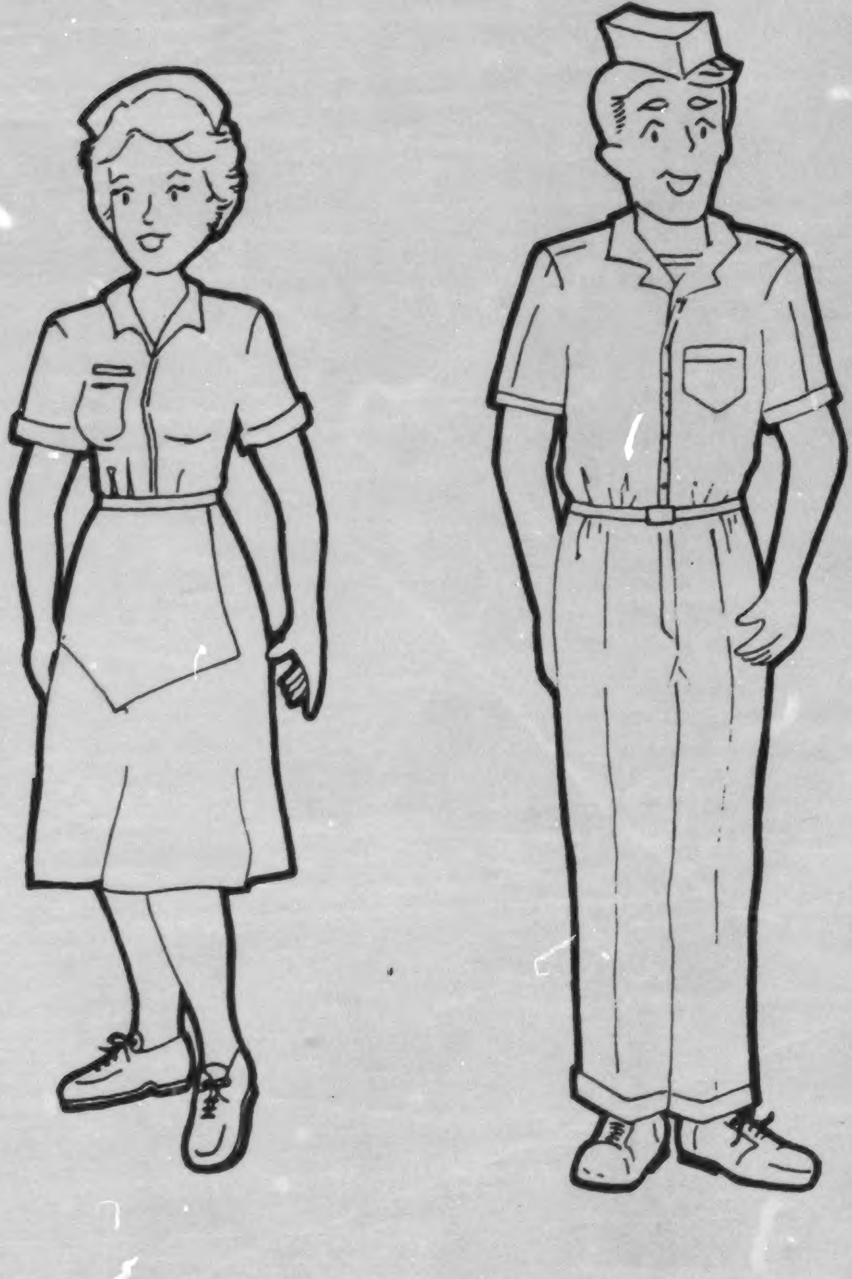
1. Joe has an interview this afternoon with Mr. West, the manager of a local cafeteria. Joe is applying for the position of cook, a position in which he is well-trained. He shows up for his interview in a pair of jeans which have patches and holes in the knees. His shoes have not been polished in several months. His hair is almost to his shoulders and he has begun to grow a beard. Joe has very bad body odor - he did not shower before his interview because he didn't have time. His fingernails are very dirty and his teeth are stained yellow. He didn't get the job.

2. Sharon has just been notified that she has been hired as a hostess in a restaurant. She reports to work on her first day several minutes earlier than she was told to report. Sharon chose her clothing very carefully so that she would impress the restaurant manager and make a good impression on the customers. Her hair is clean and neatly arranged. Her clothes are clean and pressed. She has on a minimum of makeup and perfume. Sharon had a full 8 hours of sleep so that she would be at her best. She is eager to begin work and asks many questions about her duties.

TRANSPARENCY
MASTER

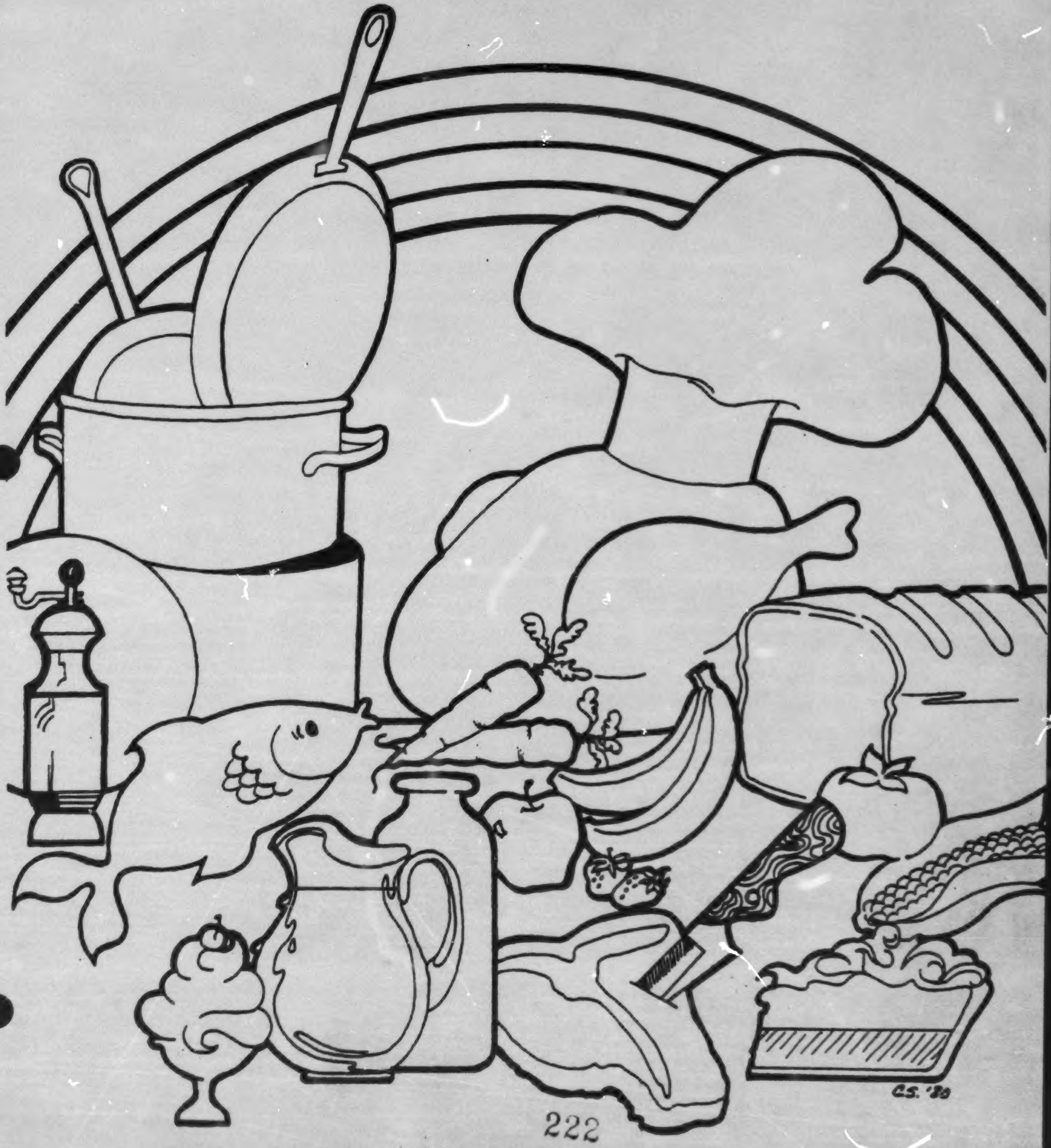
RESOURCE ITEM

WELL-GROOMED FOOD SERVICE WORKERS



Food Service Worker

MODULE 9: JOB PROCUREMENT SKILLS



JOB PROCUREMENT SKILLS

Competence Area: B. Human Relations/Personal Development

Competency Statement: 5.00 Develop Job Procurement Skills

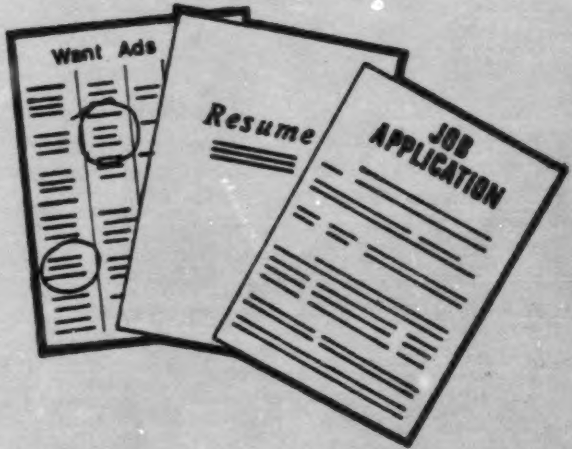
			Level
Tasks:	.01	Identify job opportunities	Basic
	.02	Prepare resumes	Basic
	.03	Prepare letters of application	Basic
	.04	Research job opportunities	Basic
	.05	Prepare for the interview	Basic
	.06	Participate in job interviews	Basic
	.07	Conduct job interview follow-up	Basic
	.08	Maintain awareness of job progression and opportunities	Advanced
	.09	Maintain awareness of current technological advances	Advanced
	.10	Maintain familiarity with personnel policies	Advanced

Specific Student Performances

1. Given a list of ten job procurement skills necessary for obtaining employment, the student will demonstrate all ten correctly. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. (Optional) Given five case studies, the student will evaluate job satisfaction through personal improvement techniques. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8



(9) T.1
S.1

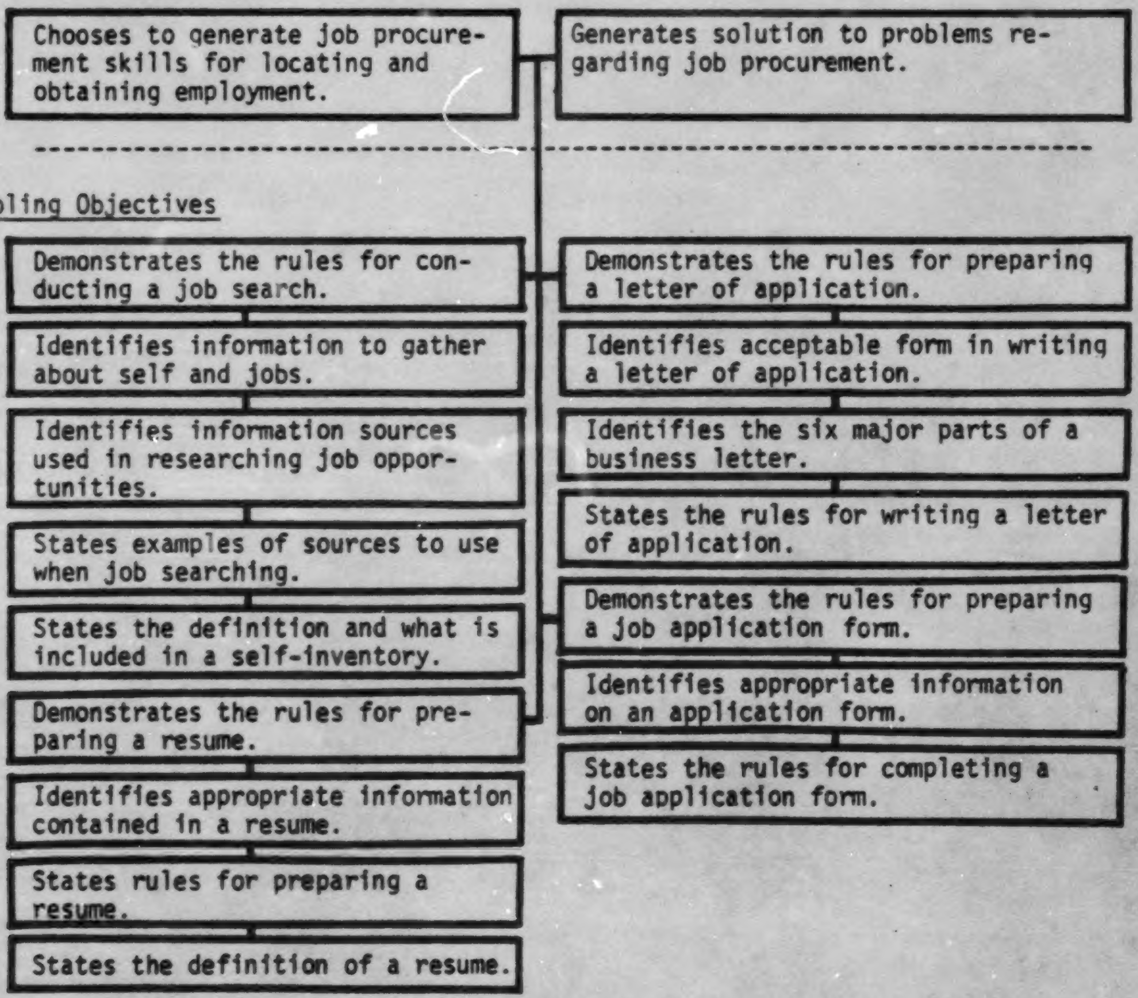
OBJECTIVES

LEARNING HIERARCHY

Specific Student Performance

1. Given a list of ten job procurement skills necessary for obtaining employment, the student will demonstrate all ten correctly. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. (Optional) Given five case studies, the student will evaluate job satisfaction through personal improvement techniques. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.



Performance Objectives

Chooses to generate job procurement skills for locating and obtaining employment.

Generates solution to problems regarding job procurement.

Enabling Objectives

Demonstrates the rules for conducting a job search.

Identifies information to gather about self and jobs.

Identifies information sources used in researching job opportunities.

States examples of sources to use when job searching.

States the definition and what is included in a self-inventory.

Demonstrates the rules for preparing a resume.

Identifies appropriate information contained in a resume.

States rules for preparing a resume.

States the definition of a resume.

Demonstrates the rules for preparing a letter of application.

Identifies acceptable form in writing a letter of application.

Identifies the six major parts of a business letter.

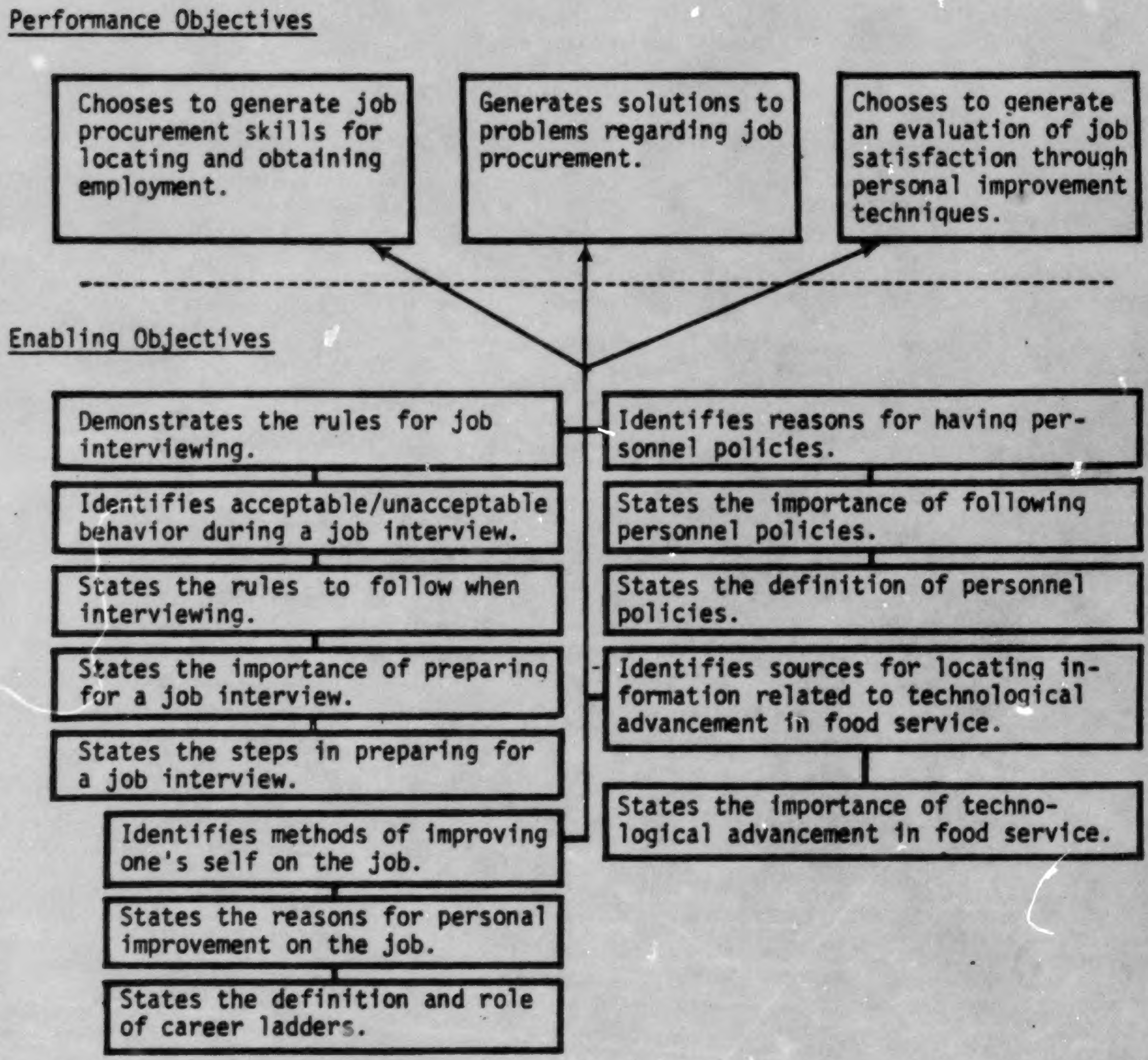
States the rules for writing a letter of application.

Demonstrates the rules for preparing a job application form.

Identifies appropriate information on an application form.

States the rules for completing a job application form.

LEARNING HIERARCHY (Continued)



Performance Objectives

Chooses to generate job procurement skills for locating and obtaining employment.

Generates solutions to problems regarding job procurement.

Chooses to generate an evaluation of job satisfaction through personal improvement techniques.

Enabling Objectives

Demonstrates the rules for job interviewing.

Identifies acceptable/unacceptable behavior during a job interview.

States the rules to follow when interviewing.

States the importance of preparing for a job interview.

States the steps in preparing for a job interview.

Identifies methods of improving one's self on the job.

States the reasons for personal improvement on the job.

States the definition and role of career ladders.

Identifies reasons for having personnel policies.

States the importance of following personnel policies.

States the definition of personnel policies.

Identifies sources for locating information related to technological advancement in food service.

States the importance of technological advancement in food service.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for the module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete activities #1-3.
6. Read and study information sheet #2.
7. Complete activity #4.
8. Read and study information sheet #3.
9. Complete activity #5.
10. Read and study information sheet #4.
11. Complete activity #6. Consumable.
12. Read and study information sheet #5.
13. Complete worksheets #1 and #2. Consumable.
14. Complete activity #7.
15. Complete worksheet #3. Consumable.
16. Request post-test from instructor - complete.
17. Turn completed work in to instructor
18. Request final checkout performance evaluation from instructor - complete.

(*NOTE: The following section is designed for students that you feel should complete the advanced tasks to maintain job improvement skills.)

19. Read and study information sheet #6.
20. Complete activity #8.
21. Complete activity #9. Consumable.
22. Complete worksheet #4.
23. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct each student to complete the pre-test, optional.
2. Go over objectives and vocabulary words with the group.
3. Use "Pyramid To Job Hunting" (see resource item) as a transparency. Discuss.
4. Read and discuss information sheet #1.
5. Direct each student to complete activities #1 and #2. Display all examples of jobs. Discuss.
6. Direct each student to complete activity #3. Collect and evaluate. Return to student to complete remainder of module.
7. Read and discuss information sheet #2.
8. Direct each student to complete activity #4. Collect and evaluate. Return to student.
9. Read and discuss information sheet #3.

PROCESS SHEET (Continued)

10. Direct each student to complete activity #5. Collect and evaluate. Return to student.
11. Read and discuss information sheet #4.
12. Direct each student to complete activity #6. Collect and evaluate. Return to student.
13. Read and discuss information sheet #5.
14. Direct each student to complete worksheets #1 and #2. Discuss and collect.
15. Direct each student to complete activity #7. Collect and evaluate. Return to student.
16. Direct each student to complete worksheet #3. Discuss.
17. Direct each student to complete post-test. Collect and evaluate.
18. Direct each student, when ready, to request the final checkout performance evaluation.
19. Read and discuss information sheet #6.
20. Direct each student to complete activities #8 and #9, optional. Collect and discuss.
21. Direct each student to complete worksheet #4. Collect and evaluate.
22. Direct each student, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Being A Food Service Worker, 1967 edition.
b. Food Service Careers, 1979 edition.
c. Preparing For A Home Economics Career, 1979 edition.
d. Dictionary Of Occupational Titles, Current edition (use as reference)
e. Occupational Outlook Handbook, Current edition (use as reference)

II. Booklets

a. About Getting A Job, 1976 edition.
b. Finding Your Job, 1974 edition.

III. Pamphlets

a. Grooming For Employment
b. How To Prepare A Salable Resume
c. Merchandising Your Job Talents
d. The Job Search

IV. Activities

1. Use a bulletin board "Star Studded Careers in Food Service" and "What Are You Cut Out To Be?" in the classroom.
2. Invite representatives from the Employment Security Office and a private employment agency. Have them explain their services, advantages and disadvantages of both, how to make use of their services, etc.
3. Ask students to discuss job experiences they have had, the kind of job they would like to have, and the advantages and disadvantages of working.
4. Prepare a bulletin board on "Food Service Jobs And How To Get Them." Include ads, statistics on the job market, job opportunities and devices used in getting jobs.
5. Have students select jobs from the want ads in the newspaper and tell why they would or would not want certain jobs. Discuss factors that influence their decisions.
6. Invite a food service employer to class to discuss the physical factors and personal qualifications that are important in obtaining and holding a job.
7. Survey food service employers, employees, and students to determine personal qualifications that are important in food service work. Tabulate the results. Compare similarities and differences.
8. Have students identify their strengths and weaknesses and develop a plan for self-improvement.
9. Guide the class in role-playing some interview situations. Identify acceptable and unacceptable behavior. Use worksheet #2 "My Job Interview."
10. Use a resource person or persons as an interviewer to gain a more realistic experience. Use worksheet #2 "My Job Interview" for the questions. Use "Evaluating The Job Interview" as an evaluation tool for the interview. (see resource item).
11. Secure lists of policies from local restaurants. Discuss.
12. Compare the policies of different restaurants. Discuss similarities and differences.

CONSUMABLE

PRE-TEST

Job Procurement Skills

I. Match the following terms about job hunting with the correct definition. Write the letter of the correct answer in Column B in the blanks provided beside Column A.

Column A

_____ 1. The experience, education or physical characteristics which suit a person to a job.
_____ 2. Persons to whom employers can refer to find out more about you.
_____ 3. Your abilities and interests.
_____ 4. A face-to-face meeting between the employer and the person looking for a job.
_____ 5. A summary of a person's qualifications.
_____ 6. Services which are earned by employees in addition to regular wages.

Column B

A. Aptitudes
B. Fringe Benefits
C. Interview
D. Qualifications
E. Reference
F. Resume
G. Attitude
H. Self-Inventory

II. Read and answer the question below in the space provided.

If you were looking for a job in food service, what are four sources that you could go to for information:

1.
2.
3.
4.

III. Place a check beside items of information below which should be included in a resume.

_____ A. Race
_____ B. Name and address
_____ C. Telephone number
_____ D. Number in your family
_____ E. Education
_____ F. Duties at last job
_____ G. Work experience
_____ H. Color of hair and eyes
_____ I. Shoe size
_____ J. Extracurricular activities
_____ K. Previous employer
_____ L. Job preference
_____ M. Nearest relative
_____ N. Major field of study in school
_____ O. References

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete activities #1-3.
4. Read and study information sheet #2.
5. Complete activity #4.
6. Read and study information sheet #3.
7. Complete activity #5.
8. Read and study information sheet #4.
9. Complete activity #6.
10. Read and study information sheet #5.
11. Complete worksheets #1 and #2.
12. Complete activity #7.
13. Complete worksheet #3.
14. Request post-test from instructor - complete.
15. Turn completed work in to instructor.
16. Request final checkout performance evaluation from instructor - complete.

(*NOTE: Ask your instructor if you should complete the advanced task section to maintain job improvement skills.)

17. Read and study information sheet #6.
18. Complete activities #8 and #9.
19. Complete worksheet #4.
20. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Adaptability - Being able to adjust to different situations.

2. Aggresive - To be forceful and energetic.

3. Aptitudes - Your abilities and interests.

4. Career Ladder - A path of advancement to higher job positions.

VOCABULARY (Continued)

5. Career Lattice - A branch going sideways between one career ladder and another.

6. Civil Service - A public office/agency serving citizens to locate employment in government.

7. Employment Agencies - Offices where employers look for workers to fill jobs; offices where workers look for jobs.

8. Entry-Level Jobs - A beginning job at the lower end of a career ladder.

9. Job Cluster - A group of jobs which are similar.

10. Technological Advances - Improvements or discoveries in food service areas, such as production methods or preparation techniques.

11. Fringe Benefits - Services which are earned by employees in addition to regular wages (insurance, sick leave, paid vacations, credit unions, etc.)

12. Interview - A face-to-face meeting between an employer and the person looking for a job.

13. Personnel Office - A department in a company responsible for hiring workers.

14. Placement Office - A school department which helps students locate jobs and coordinates work experience of students.

15. Qualifications - The experience, education and physical characteristics which suit a person for a job.

16. Reference - Persons to whom employers can appeal to find out about possible employees.

17. Resume - A summary of a person's qualifications.

18. Self-Inventory - An evaluation of personal abilities and interests to see what you really want out of life.

19. Trade Magazines - Magazines which concern a particular field of work.

20. Vocational Preparation - The knowledge and skills you have gained through school or work experience which prepare you for your future job/career.

#1 INFORMATION SHEET

Right now, you are probably giving serious thought to the type of job you want after graduation. Because you will spend a large part of your life working, you need to take time selecting a job you will enjoy and find rewarding. However, before you can select and research a job opportunity properly, you need to decide what type of job best suits you. To find THAT job, you need to take a SELF-INVENTORY!

Ask yourself these questions:

I. Ability

1. What are my strengths and weaknesses?
2. How can I improve myself?
3. What are my grades in school?
4. Do I have any special talents that would help me in certain types of jobs?

II. Experience

1. What jobs have I held before?
2. Have I taken courses in school to prepare myself for certain jobs?
3. What are my interests, hobbies, and extracurricular activities?
4. Have I had my vocational preparation?

III. Personality

1. What are my likes and dislikes?
2. Do I work better by myself or with others?
3. Can I work under pressure?
4. How do I feel about authority?

IV. Wants

1. Do I want to help others?
2. Do I want money?
3. What givens me personal satisfaction?
4. Do I want personal recognition?
5. Have I set goals for myself?

V. Working Conditions

1. Do I want to work for a small or large company?
2. Do I want to work indoors or outdoors?
3. What hours will I work?
4. Will I move, if necessary, to get a job?

INFORMATION SHEET #1 (Continued)

Now that you know more about yourself, you can decide what type of job you would find most satisfying. It is very important that you be absolutely sure when selecting a job. It costs employers money to train new workers. If you decide after training that you do not like the job, the employer has lost his money in training you. Do your homework when selecting and researching a job. It will save both you and the employer time and money.

Where to look for a job

-Want ads (in newspaper or magazine)
-Family, friends, and neighbors
-Telephone directory (the yellow pages)
-Local businesses
-Employment agencies
-Civil service offices
-School placement services

1. Want ads. Look in the "Help Wanted" section of newspapers for information on entry level jobs. Trade magazines also have ads for workers. By studying these ads, you can get an idea of the kinds of jobs and number of openings businesses have in your area. If you find a job described, you think you are qualified for, apply immediately. If you wait, the job may be taken. If a phone number is given, the ad may give the hours to call and the person to ask for. Others request that you apply in person, or they may give an address to write for more information.

2. Family, friends, and neighbors. Let people know when you are looking for a job. They may be able to give you suggestions, and they may know about job openings.

3. Telephone directory. The yellow pages is a good source of job opportunities. Make a list of places that interest you. Visit or call these places of business.

4. Local businesses. Once you have the names and addresses of some of the major employers in your community, it is a good idea to go to their personnel offices and apply for a job. In small businesses, you can go directly to the manager. Be sure to avoid going during rush hours and choose a time when the manager is likely to be free. If the manager is busy, make an appointment to return. If a job is not available at that time, they still have your application and may consider you in the future.

5. Employment agencies. You should register with the local employment agency(s) by filling out application cards and leaving them with the agency(s) for future use. There are two kinds of agencies:

INFORMATION SHEET #1 (Continued)

A. Public agencies - These are supported by taxes, and services are free to workers and employers using them. One important fact to remember - you must have a social security number when applying for a job. Be sure to keep in touch with the agency once your application is on file.
B. Private agencies - These operate much like the public agencies except they are not supported by tax money. These agencies collect a fee, paid by the worker, employer or both, depending on the salary of the job. You will also fill out an application form and talk with counselors about your qualifications and interests.

6. Civil service offices. Many people work for the federal, state, or local government. They usually offer: fringe benefits, a fixed salary schedule that gives you more pay after a certain period, assistance and advanced training, and programs for people with special needs. Under this system, people get jobs on the basis of their ability to do work. The best place to find out about the availability of jobs in civil service is state employment offices or the personnel office of a state institution, such as schools, universities, social service agencies, etc. You will fill out an application form, be interviewed, possibly take some tests, and keep in touch with the agency.

7. School placement services. Some schools have placement or guidance offices where you can get information about jobs. Your food service instructor is a valuable source of information because he/she is familiar with food service establishments in the community. Your counselors and instructors can help you establish a record of honesty, cooperation, dependability, and responsibility.

When you have selected a job that interests you, you should do some research on that job to see if it is what you really want. The following books are available to give you helpful information you need to know:

1. Dictionary of Occupational Titles (D.O.T.) - This book lists occupations and their codes according to special aptitudes needed for each job.
2. Occupational Outlook Handbook - This is a publication prepared by the government Bureau of Labor Statistics. It contains information on training and educational requirements, advancement, earnings, and working conditions in many occupations.

If your guidance counselor or food service instructor does not have these books, you can find them in your local public library. The library will also contain other books on jobs that interest you.

ACTIVITY #1

Directions: Complete a self-inventory as described in information sheet #1. Answer the questions listed, in detail, to help determine what type of job best suits you. Write your inventory on another sheet of paper.

ACTIVITY #2

Directions: Collect examples of job opportunities - using as many different sources as possible! Try to cover a variety of food service jobs. Bring the information to class for use in a job opportunities display.

ACTIVITY #3

Directions: Study the newspaper want ads on the following page. Circle the one that interests you the most, and the one that you feel you are best qualified for. You will use this ad throughout the module in your search for a job. Use resource materials to collect information on your job selection. Research information such as training required, working conditions, wages, fringe benefits, physical requirements, educational requirements, job descriptions and qualifications needed. Write a short paper (1-2 pages) describing your job search. Include sources you utilized.

Page D-8 THE DAILY REPORTER WANT ADS June 21, 19--

GENERAL

HELP WANTED. Male or female. Cooks and waitresses. Hours include nights and weekends. Apply in person. Sandwich Bar, East Maine St. Aft 10 a.m.

OPEN SOON!! RED SNAPPER RESTAURANT Positions for waiters/waitresses, hostess, kitchen helpers, salad makers. Excellent benefits, above average pay. Meals furnished. See Mr. Johnson, 745 Cedar Ave. 9 am-11 am or 2 pm-5 pm.

Counter Worker needed. Campus drop-in. Part-time or full-time. Call 973-1256 between 2 pm and 5 pm.

Sandwich Maker needed immediately. BEA'S DELI. No exp. necessary. Call 973-8124.

JOHNNY'S PASTRY SHOP Just opened. We need baker's helpers and dishwashers. Uniforms and meals are furn. Excellent benefits and pay. Call 632-2301 and ask for Johnny. We will train you!! CALL NOW!!!

GENERAL

NEED IMMEDIATELY! Kitchen help. Some exp. helpful. Paid insurance. Interviewing Sat and Sun 632-1801.

Asst. Mgr. Trainees LONGHORN STEAK HOUSE Applicants must be mature type and have experience necessary. Come by General Office Mon or Tues, 837 East Highway.

LONGHORN STEAK HOUSE

APPLE TREE INN Needed: Cook's helper. Some exp. needed. Excellent benefits. Uniforms and meals furnished. Above average pay. Apply in person. Ask for Mrs. Cole, 623 Cedar Lane. Apply 1 pm to 5 pm.

MAMMY'S OLD FASHIONED VITTLES. Waiter/waitress, cook's helper dishwashers needed. Meals furnished. Part time or full-time. Good pay. Apply in person only. See Ms. Thompson. 10 am- 12 noon. 484 Dixie Ave No phone calls please.

GENERAL

BUFFET'S FAMOUS SEAFOOD Openings for dishwashers and buspersons. Excellent benefits. No exp. Apply in person. Hwy. 25, aft 1 pm.

Part-time help needed. Dining roon helper. FOUR SEASONS MOTOR LODGE. Excellent pay and benefits. Meals furnished. Apply 10 1m - 12 noon. Mountain Rd. Ask for Ms. Wallace.

CARHOP NEEDED. Local restaurant. No exp. necessary. Paid insurance. Must be able to rollerskate. Apply in person to Mr. Goldman, BOOM-BOOM DRIVE-IN. Economy Rd. Sat and Sun. No phone calls please.

Local pizza place needs dining room help. Part time at nights and on weekends Call 632-7710.

MILLIE'S SALADS GALORE Open soon. Need salad makers, counter workers, buspersons. Call 973-2566

(9) T.14
S.8

#2 INFORMATION SHEET

The Resume

After choosing a job field that interests you, it is time to introduce yourself to an employer. This is the purpose of preparing a resume. It makes clear to the employer what you have to offer and serves as a record of information about you.

The following standards should be met in a well-prepared resume:
-It should be logically organized.
-It should be neatly typed.
-It should be free from errors.
-It should be in outline form.
-Limit it to 1-2 pages, if possible.
-Be honest in listing your qualifications and work experience.
-Emphasize your strong qualifications.

Your resume will contain information about your work experience, education, special training, and job preference. You should follow this outline when preparing your resume.

I. Heading (will always come first)
   a. Name
   b. Address
   c. Telephone
   d. Social Security Number
   e. Age

II. Personal Data (optional)
   a. Date of birth
   b. Marital status and dependents
   c. Height and weight (include if it pertains to job qualifications)

III. Job Preference
   a. List the kind of job you want.
   b. If you are qualified for more than one job, list them in the order of preference.

IV. Education

   a. List the schools attended beginning with elementary school.
   b. Give dates of attendance.
   c. If you are still in school, give your present grade.
   d. List your major field of study or courses related to your job choice.
   e. List any awards and/or extracurricular activities you feel important to fulfill job qualifications.

INFORMATION SHEET #2 (Continued)

V. Work Experience
   a. List the name and address of each company. Begin with the most recent and go backwards through time.
   b. Give length of time employed (don't leave unexplained blank periods of time in resume!)
   c. Give your job title and duties.
   d. List any special training programs or courses.

VI. Military Experience (if any)
   a. Length of service
   b. Branch of service
   c. Duties performed which relate to job description

VII. References - people who have known you at school, work or in the community. Do Not use relatives. There are two types of references:
   a. Character references - They can testify to your responsibility, honesty, cooperation, and other personality traits.
   b. Business references - They can testify to your work ability and performance.

Here are some examples of references:

Character	Business
Minister, priest	Former employer
Teacher, principal	Coworker
Neighbor, friend	Vocational teacher
Doctor, lawyer, dentist	Supervisor

NOTE! Always ask a person's permission before using them as a reference. You can check with them to make sure you have their correct address and telephone number. Give the business address of any former employer. You can give the home addresses for the others. It is best to have at least three references.

Your resume should be typed without mistakes, smudges, strike-outs, or crossed-out words. Make copies of it on a copy machine. Do not send carbon copies to a potential employer. (They may think you sent the original to a more important person.)

Using the Resume

Now that you have your resume, you should put it to work for you. Send it to companies that interest you along with a letter inquiring about job openings. Give one to your vocational teacher and to the school placement service or guidance office. Take copies of it with you to interviews and leave one with the employer. Include your resume when sending letters of application.

ACTIVITY #4

Directions: Study the sample resume below. Write your own resume to be used when applying for a job. Use a separate sheet of paper.

SAMPLE RESUME

Ann Wilhoite
117 Hale Avenue
Buford, Alabama 47821
Social Security Number: 413-95-5781
Age: 18

Job Preference:	Waitress
Education and Training:	Buford Elementary School, Buford, Alabama (1968-1976) Buford Comprehensive High School, Buford, Alabama (1976-1980)
Subjects:	Occupational Food Service I and II (B average) Home Economics I and II (B average) Mathematics-3 years (C average) Physical Education-2 years (A average)
Student Activities:	HERO (1978-1980) FHA (1976-1978)
Work Experience:	Jack's Bar-B-Q Pit 821 Hill Street Buford, Alabama 47821 June 3, 1979-May 26, 1980 (part-time) Busperson--cleaned and set-up tables and dining room, restocked side stations.
References:	Mr. Jack White, manager Jack's Bar-B-Q Pit 821 Hill Street Buford, Alabama 47921
	Mrs. Joyce Wilson 603 West Avenue Buford, Alabama 47821
	Mr. Richard Branson Cumberland Estates Buford, Alabama 47821

(9) T.17
S.11

#3 INFORMATION SHEET

Letter of Application

When you are sending out your resume, you should include a letter of application. It is used when a vacancy has been advertised. Your letter should meet the standards below.

- -attractive form
- -information arranged logically
- -free from errors
- -brief (details are in your resume)
- -positive in tone
- -ideas expressed clearly

You should include the information below in a letter of application:

- -type of position for which you are applying
- -reason you are interested in the position
- -how your training will help you in the job
- -explanation of personal qualifications
- -mention your resume
- -request an interview

Your letter of application is your first contact with the employer. It should make a good impression and encourage the employer to look at your resume. It should be typed on standard-size white paper and sent in a business envelope. Address your letter to a specific person (by name).

DON'T FORGET TO SIGN YOUR NAME!

When writing or typing your letter of application you should follow the form for writing the business letter. Include these parts in your letter of application:
- -Heading
- -Inside address
- -Salutation (greeting)
- -Body
- -Complimentary closing
- -Signature (handwritten and typed)

ACTIVITY #5

Directions: Study the sample letter of application below. Write your own letter to the potential employer you selected from the previous "Want Ads" page. Use a separate sheet of paper. NOTE! You may need to make up an address for the employer used.

SAMPLE LETTER OF APPLICATION

HEADING {
117 Hale Avenue
Buford, Alabama 47821
June 6, 19 --

Mr. Darrell Chrisman
Manager, The Sidewalk Cafe
212 Main Street
Birmingham, Alabama 47800
} *INSIDE ADDRESS*

Dear Mr. Chrisman: ← *SALUTATION*

In your search for a waitress at The Sidewalk Cafe, you must be looking for a person who is a hard worker, and one who knows something about working with the public.

I have completed two years of occupational food service at Buford Comprehensive High School and received above average grades. In addition, I have also worked as a busperson at a local restaurant for a year while I attended high school. I am familiar with the food service industry, and the type of work involved with being a waitress.

BODY

You will find my resume enclosed so that you can find out more about my background and experience. I shall be happy to make arrangements for an interview at your convenience.

Mail will reach me at the above address. My telephone number is 581-1724, and you can reach me any day after 3:00 p.m.

Thank you for your kind consideration. I look forward to hearing from you.

Sincerely, ← *COMPLIMENTARY CLOSING*
Ann Wilhoite ← *SIGNATURE*
Ann Wilhoite ← *TYPED NAME*
} *CLOSING*

Enclosed: Resume

#4 INFORMATION SHEET

Application Forms

You will have to fill out an application form for almost every job you apply for. They contain questions about the same information that is on your resume. They also serve the same purpose as a resume - to tell an employer quickly what your qualifications are.

Application forms ask a lot of information in a small amount of space; therefore, it is necessary to use abbreviations when filling one out. It is best to practice filling one out before you complete one for an employer. You will be asked information concerning these areas:

- name, address, telephone number
- social security number
- personal information (age, height, weight, etc.)
- education
- work experience; dates you worked, companies, addresses, duties, reason for leaving, salary
- references
- honors and activities
- goals in life or any extra information you feel the employer should know

When completing an application, be honest! If you quit a job, give the reason for quitting. If you were fired, explain the situation to the employer.

Fill out your application in dark ink or type it. Be neat and answer all questions. If certain questions do not concern you, write N/A (non-applicable) in the blank.

ACTIVITY #6

Directions: Complete the following application form as explained in information sheet #4. The first time is for practice; the second time, one copy will be sent to a potential employer. NOTE! Ask your instructor for TWO blank copies of the job application form!

(9) T.21
S.15

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
EMPLOYMENT APPLICATION

To Applicant: We deeply appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications. In order to obtain a clear understanding of your background and work history, the application must be filled out accurately and completely. This will aid us in placing you in the position that best meets your qualifications and may assist us in possible future upgrading. Your application will be retained on active file for a period of 3 months.

Date ____________________

Social Security Number ____________________

Print Your Name in Full ____________________ (Last) (First) (Middle)

Positions Desired ____________________

Telephone ____________________

Do you wish to work: Full-time Permanently? ☐
Part-time Permanently? ☐
Full-time Temporarily? ☐
Part-time Temporarily? ☐

When are you available for work? ____________________

What is the minimum wage you would accept? ____________________

If You Are Under 18 or over 70 years of age, please complete: Date of Birth ________ (Mo) (Day) (Year)

Have you been previously employed by UT? Yes ☐ No ☐ If yes, give date and department ____________________ (Date) (Department)

US Citizen? Yes ☐ No ☐

Present Address ____________________ (Number Street) (City) (State) (Zip)

Previous Address ____________________ (Number Street) (City) (State) (Zip)

Do you have any health problems or physical limitations? Yes ☐ No ☐ If yes, explain ____________________

Dates of Military Service ____________ Branch ____________ Type of Discharge ____________ Final Rank ____________

Are you a disabled veteran? Yes ☐ No ☐ If yes, indicate percentage ____ %

You were referred to UT by ☐ UT Employee ☐ Employment Security Office ☐ Commercial Employment Agency ☐ Vacancy List ☐ Student ☐ Other ____________________

Do you have any relatives currently working at the University of Tennessee, Knoxville? ☐ Yes ☐ No

If yes, give name and department ____________________ (Name) (Department)

Emergency Contact ____________________ (Name) (Address) (Telephone)

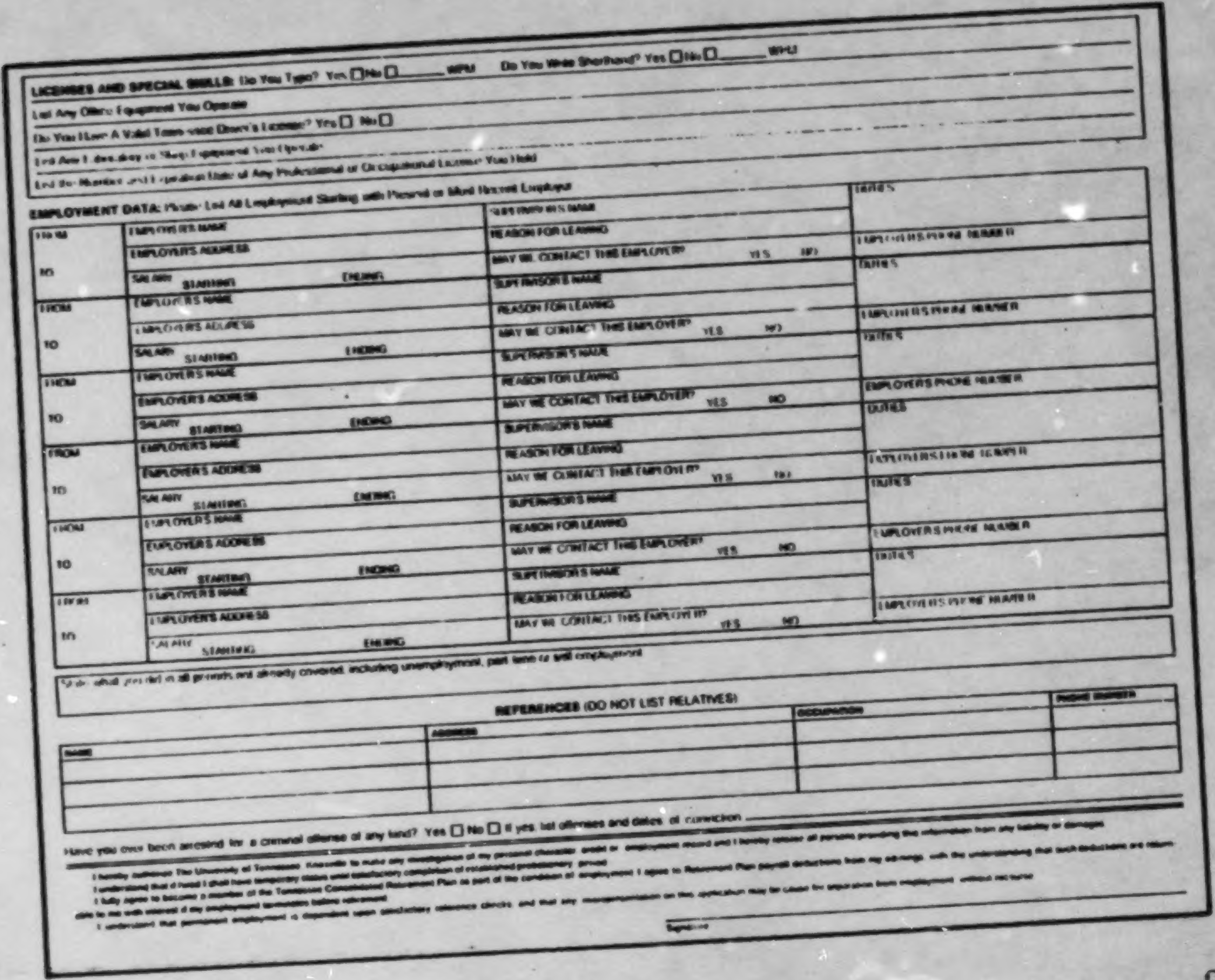
EDUCATION

Circle the highest grade you completed: Grade School 1 2 3 4 5 6 7 8 High School 9 10 11 12

NAME AND LOCATION OF HIGH SCHOOL	DATES ATTENDED	MAJOR SUBJECT	TYPE OF DIPLOMA	DATE GRADUATED
NAME OF COLLEGE, TECHNICAL OR BUSINESS SCHOOL OR OTHER	**DATES ATTENDED**	**MAJOR SUBJECT**	**TYPE OF DEGREE**	**DATE GRADUATED**

The University of Tennessee, Knoxville is an Equal Opportunity Employer and does not discriminate in employment on the basis of race, creed, color, national origin, age, sex, handicap or veteran status. The University of Tennessee, Knoxville does not discriminate on the basis of sex in the education programs and activities which it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Pub.L. 92-318. This policy extends to both employment by and admission to the University. Inquiries concerning Title IX should be directed to the Office of the Vice Chancellor for Planning and Administration, Room [illegible], Andy Holt Tower, [illegible]. Charges of violation of the above policy should also be directed to the Office of the Vice Chancellor for Planning and Administration.

ACTIVITY #6 (Continued)



LICENSES AND SPECIAL SKILLS: Do You Type? Yes ☐ No ☐ ______ WPM Do You Write Shorthand? Yes ☐ No ☐ ______ WPM

List Any Other Equipment You Operate

Do You Have A Valid Tennessee Driver's License? Yes ☐ No ☐

List Any Laboratory or Shop Equipment You Operate

List the Number and Expiration Date of Any Professional or Occupational License You Hold

EMPLOYMENT DATA: Please List All Employment Starting with Present or Most Recent Employer

FROM	EMPLOYER'S NAME	SUPERVISOR'S NAME	DUTIES
	EMPLOYER'S ADDRESS	REASON FOR LEAVING	
TO	SALARY STARTING ENDING	MAY WE CONTACT THIS EMPLOYER? YES NO	EMPLOYER'S PHONE NUMBER
FROM	EMPLOYER'S NAME	SUPERVISOR'S NAME	DUTIES
	EMPLOYER'S ADDRESS	REASON FOR LEAVING	
TO	SALARY STARTING ENDING	MAY WE CONTACT THIS EMPLOYER? YES NO	EMPLOYER'S PHONE NUMBER
FROM	EMPLOYER'S NAME	SUPERVISOR'S NAME	DUTIES
	EMPLOYER'S ADDRESS	REASON FOR LEAVING	
TO	SALARY STARTING ENDING	MAY WE CONTACT THIS EMPLOYER? YES NO	EMPLOYER'S PHONE NUMBER
FROM	EMPLOYER'S NAME	SUPERVISOR'S NAME	DUTIES
	EMPLOYER'S ADDRESS	REASON FOR LEAVING	
TO	SALARY STARTING ENDING	MAY WE CONTACT THIS EMPLOYER? YES NO	EMPLOYER'S PHONE NUMBER
FROM	EMPLOYER'S NAME	SUPERVISOR'S NAME	DUTIES
	EMPLOYER'S ADDRESS	REASON FOR LEAVING	
TO	SALARY STARTING ENDING	MAY WE CONTACT THIS EMPLOYER? YES NO	EMPLOYER'S PHONE NUMBER
FROM	EMPLOYER'S NAME	REASON FOR LEAVING	
	EMPLOYER'S ADDRESS	MAY WE CONTACT THIS EMPLOYER? YES NO	
TO	SALARY STARTING ENDING		

State what you did in all periods not already covered, including unemployment, part time or self employment

REFERENCES (DO NOT LIST RELATIVES)

NAME	ADDRESS	OCCUPATION	PHONE NUMBER

Have you ever been arrested for a criminal offense of any kind? Yes ☐ No ☐ If yes, list offenses and dates of conviction

I hereby authorize The University of Tennessee, Knoxville to make any investigation of my personal character, credit or employment record and I hereby release all persons providing this information from any liability or damages.

I understand that if hired I shall have temporary status until satisfactory completion of established probationary period.

I fully agree to become a member of the Tennessee Consolidated Retirement Plan as part of the condition of employment. I agree to Retirement Plan payroll deductions from my earnings, with the understanding that such deductions are returnable to me with interest if my employment terminates before retirement.

I understand that permanent employment is dependent upon satisfactory reference checks, and that any misrepresentation on this application may be cause for separation from employment without recourse.

Signature

(9) T.22
S.16

#5 INFORMATION SHEET

Job Interviews

A job interview is a showcase for selling your talents and abilities. During an interview an employer is judging your qualifications, appearance and general fitness for the job opening. It is your opportunity to convince the employer that you make a real contribution to the company.

The interview also gives you a chance to evaluate the job, the employer, and the business. It helps you decide if the job meets your career needs and interests and whether the employer is the type you would like to work for.

Before the interview, assume that the job you are applying for is exactly the job you want - because it may be. To present yourself at your best, you need to prepare for the interview before you go. You need to have all the papers and information ready and firmly in your mind. You need to know how to act during the interview and what to do after the interview.

Making An Appointment By Phone

Many times when applying for a job, you are given a telephone number to call for information about the job or for setting up an interview. You should follow these steps when setting up an interview by phone:

- Plan what you are going to say before you call. You may want to write down what you want to cover before you call.
- State your name and reason for calling. Be courteous to the receptionist or secretary who answers.
- Ask when the best time would be to come for an interview. NEVER ask over the phone about wages.
- Write down the date, place, and time for the interview and who you will see when you report for the interview.
- Thank the receptionist for his/her help.

Make a good impression - this is your first contact with the firm!

Before The Interview

An interview is probably the most important single step in getting a job. Here are some suggestions for preparing yourself before you take that step:

INFORMATION SHEET #5 (Continued)

1. Know yourself - What are your interests and qualifications? Be prepared to talk about them briefly, clearly, and intelligently during the interview because the employer will want to know these things. Do not claim you can do "anything," because you can't.

2. Assemble all needed papers - If you haven't sent a resume already, take one with you. Take your social security card, work records, licenses, or military records with you.

3. Know something about the business - The more you know about the company, the better able you will be to suggest ways you can be of service to the employer. Research the number and kinds of jobs available, fringe benefits, hiring policies, and promotion opportunities. Also, know the person you are to see and call him/her by name occasionally.

4. Check your appearance - Before you leave for the interview, give yourself a "hard" look. Be neat and clean with your hair combed, fingernails well-kept, and shoes shined. Dress appropriately for the interview. Do not wear jeans, party dresses, or "tacky jewelry." Heavy make-up and strong perfumes or after-shaves are out. Do not chew gum.

5. Go to the interview alone - Do not take friends along - the employer is not interested in them. Also, it makes it appear that you lack self-confidence when you take someone with you.

6. Reassure yourself - Feel good about yourself. Radiate self-confidence and pride in yourself. If you do, the interviewer will see your talents and abilities.

7. Arrive early - Get to the interview a few minutes ahead of time. Let the receptionist know who you are and whom you wish to see. If you have to wait, do so graciously.

8. Check ahead - If the interview is in a different town, be sure you have the right directions for getting to the interview.

INFORMATION SHEET #5 (Continued)

During The Interview

DO:

-Be pleasant and friendly, but businesslike.
-Let the employer control the interview. Give brief, frank and complete answers to all questions. Look your interviewer in the eye when talking.
-Be prepared to answer questions, such as:
    Why are you interested in this company?
    What work experience have you had?
    What can you tell me about yourself?
    Why did you leave your last job?
    Do you have any problems getting along with other people?
    Where do you see yourself in five or ten years?
    How much do you expect to earn on this job?
    Have you used any special tools or equipment?
    What questions would you like to ask?
-Be flexible and willing, but give the employer a clear idea of your job preferences.
-Stress your qualifications, but don't exaggerate them.
-Present any papers, such as resumes, work records, references, personal data, or other materials to support yourself when the employer requests them.
-Be prepared to state the salary you want, but not until the employer brings up the subject.
-Think before answering. Be polite, accurate, honest, and frank. The employer is most interested in the experience and training which fits you to the job.
-Speak clearly and distinctly. What you say is as important as how you say it.
-Have confidence in yourself.
-Use good manners. Be polite and courteous.
-Be alert during the interview. Set up straight and look alert.
-Smile.
-Be prepared to take an aptitude test if asked to do so.
-Thank the employer for the interview whether you get the job or not. Seek the employer's advice on other jobs which may open in the future. Make a good impression; he or she may contact you in the future.

DON'T

-Chew gum, mints, or smoke.
-Argue with the employer.
-Critize former employers and co-workers.
-Tell the employer your problems or troubles.
-Be stiff. Relax and be yourself. Remember, while you are being interviewed you are also interviewing the company.
-Interrupt. Wait until the interviewer has stopped talking before you ask any questions.
-Be afraid to ask what you need to know.

(9) T.25
S.19

INFORMATION SHEET #5 (Continued)

After the interview

Make each interview a learning experience. After it is over, ask yourself these questions:

1. How did the interview go?
   - -Did I present my qualifications well? Did I overlook anything pertinent to the job?
   - -What points did I make that interested the employer?
   - -Did I learn all I need to know about the job?
   - -Did I talk too much or too little?
   - -Was I too tense?
   - -Was I too agressive or not agressive enough?
2. How can I improve my next interview?

Follow-Up Letter

You will probably hear soon after the interview whether or not you got the job. If you haven't heard anything within two or three days and you really want the job, you may send a follow-up letter to the person who interviewed you. This letter will thank the employer and indicate your continuing interest in the job. It may be a factor in deciding if you get the job. It shows that you have proper manners and that you are willing to give a little more of yourself. If you are not hired for the job, the letter will create a favorable impression and may help you with future job openings.

If you don't get a job offer

If you are not hired, there may have been several reasons. Another person may have been more qualified. As a check, review your activities in applying for the job. See if you could have improved your resume, letter of application, list of references, job application form, or the interview. How can you improve these things?

Don't give up after one interview. Keep looking and keep learning.' Another job opening may be a better opportunity for you.

If you do get a job offer

There are many things to consider when deciding whether or not to accept a job:

- -working conditions
- -hours
- -income
- -fringe benefits
- -costs of working (transportation, moving, meals)
- -advancement opportunities

WORKSHEET #1

Directions: Answer the questions below concerning preparation for your job interview.

1. Why is it important to prepare for your job interview?

2. What steps will you take to prepare for your interview?

3. What papers will you take with you to the interview? List them below.

4. Plan your dress and grooming for the interview. What will you wear? What grooming practices will you put into use?

5. What type of attitude will you have going into the interview?

CONSUMABLE

WORKSHEET #2

Directions: Pretend that you are at the job interview. The employer is asking you the questions below. How would you answer him? Write your answers in the space provided. If more space is needed, use the back of this sheet.

1. Why did you decide to get training in this particular field?
2. Why are you interested in this company?
3. What work have you done in this field?
4. How/where did you do it?
5. What can you tell me about yourself?
6. Where do you see yourself in five or ten years?
7. Have you set any goals for yourself?
8. What are they?
9. Do you have any problems getting along with other people?
10. Would you rather work by yourself or with other people?
11. Why would you like to work for us?
12. How much do you expect to earn on this job?
13. Have you operated any special tools or equipment that would help you on this job?
14. Do you have any personal or family problems that will affect your work?
15. Do you have any questions?

(9) T.28
S.22

ACTIVITY #7

Directions: Study the sample follow-up letter below. On a separate sheet of paper, write your letter of follow-up to be sent to the employer.
NOTE! Write to the same employer used in previous activities.

SAMPLE FOLLOW-UP LETTER

117 Hale Avenue
Buford, Alabama 47821
June 20, 19--

Mr. Darrell Chrisman
Manager, The Sidewalk Cafe
212 Main Street
Birmingham, Alabama 47800

Dear Mr. Chrisman:

Thank you for interviewing me for the position of waitress at The Sidewalk Cafe. I feel that working for your restaurant would be both interesting and enjoyable, and I know that I could do the work that the job requires. I hope I may have the opportunity to prove my qualifications.

I will be available for work on August 1. You can call me at my home any day after 3:00 p.m. The number is 581-1724.

Thank you again.

Sincerely,

Ann Wilhoite

Ann Wilhoite

WORKSHEET #3

Directions: The people in each of the following situations did not get the jobs they applied for. Can you tell them why? Write your answer in the space provided.

1. Peter had a job interview for a job he wanted as a cook's helper. He forgot to write down the time of his interview and was late.

2. Sherry wanted a job as a cocktail waitress, but she was only 16 years old. She put that she was 20 on her job application. When the employer checked her references, he found out her real age.

3. Sally's dream was to become a baker's helper. She did not like school, but she wanted to succeed at her job interview. The employer checked her attendance record at school and found that she was absent a lot.

4. Joe was well-trained in his food service class as a short order cook. He asked many questions at his job interview, but they were all about the salary and fringe benefits.

5. Jerry was anxious to get a job as a waiter. He wasn't sure how to prepare a resume, so he just wrote down some facts about his education and training and sent them to a restaurant manager. He never got a reply.

6. Kim was well-trained in school as a salad maker. During her job interview, she stressed her qualifications over and over to the employer and bragged about her great abilities.

CONSUMABLE

POST-TEST

Job Procurement Skills

I. Place a check beside examples of proper (good) conduct during an interview listed below.

_____ A. Use good posture.
_____ B. Control interview yourself. Gives the impression you are a leader.
_____ C. Call interviewer by his or her first name.
_____ D. Be polite and courteous.
_____ E. Have confidence in yourself.
_____ F. Smile.
_____ G. Put your coat on the interviewer's desk.
_____ H. Stress your qualifications.
_____ I. Look the interviewer in the eye.
_____ J. Use slang expressions.
_____ K. Be alert.
_____ L. Thank the interviewer for his or her time.
_____ M. Speak well of former employers.
_____ N. Speak clearly and distinctly.
_____ O. Hang around the interviewer's office at the completion of the interview.

II. Place a check beside those items below that should be included in a resume.

_____ A. Age
_____ B. Social security number
_____ C. Telephone
_____ D. Marital status
_____ E. Kinds of jobs you don't want
_____ F. Parents address
_____ G. School attended
_____ H. Grade point average
_____ I. Extra curricular activities
_____ J. Church attended

III. Which of the following would be a potential source for information when job hunting? Check as many as are applicable.

_____ 1. Civil Service Office
_____ 2. Veteran's Administration Office
_____ 3. Public Employment Agency
_____ 4. Chamber of Commerce
_____ 5. Yellow pages of telephone book

POST-TEST (Continued)

_____ 6. Personnel office of local business
_____ 7. Department of Labor
_____ 8. People you know
_____ 9. School placement service
_____10. Department of Human Services

IV. Read the questions below carefully. Circle the letter of the answer which best completes the question.

1. What is a self-inventory?
   a. A summary of a perons's qualifications.
   b. A reference for your past work experiences.
   c. An evaluation of your abilities and interests.
   d. A record of your school courses

2. Which of the following is not included in a self-inventory:
   a. The kind of working conditions preferred.
   b. Personal strengths and weaknesses
   c. Amount of money needed from job
   d. What one wants from life.

3. What is the purpose of a resume?
   a. A summary of a person's qualifications.
   b. A reference for your past work experience.
   c. An evaluation of your abilities and interests.
   d. A record of your school courses.

4. Which of the following is not a standard for a resume?
   a. It should be types.
   b. It should be in outline form.
   c. It should be as long as possible.
   d. It should emphasize your strong points.

5. Which of the following is not a rule about writing a letter of application?
   a. A resume is sent with the letter.
   b. The letter should be brief.
   c. The desired salary should be stated.
   d. An interview should be requested.

FINAL CHECKOUT PERFORMANCE EVALUATION

Job Procurement Skills

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Identify job opportunities.			
2. Research job opportunities.			
a. Identify personal job intersts/abilities through self-inventory.			
b. Utilize resources in job selection.			
3. Prepare a resume which meets the standards of a well-prepared resume.			
4. Prepare a letter of application according to the standards of letters of application.			
a. conplete a job application form correctly.			
5. Prepare adequately for the interview.			
6. Answer the job interview questions briefly and intelligently.			
7. Prepare a follow-up letter according to standards for letters of follow-up.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

#6 INFORMATION SHEET

Improving Yourself On The Job

On your first day of work you need to start thinking of ways to improve yourself at your job. You need to constantly evaluate yourself and your work and decide what needs to be improved and how to do it. Look at the list below. Employers often state these qualities as ones they look for in an employee:

-Acceptance of supervision
-Adaptability
-Alertness
-Appearance
-Aptitude for the work
-Attention to regulations
-Attitude toward the public
-Cooperation with co-workers
-Dependability
-Honesty
-Initiative
-Loyalty
-Management on the job
-Pride in job
-Quality of work
-Quantity of work

Methods of improving one's self on the job

1. Change your work habits if they do not meet the list of qualities set up by the employer.
2. Continue your training. If the company offers training programs, participate in them. If your community has a vocational school,consider attending a food service class at night.
3. Continue your education. You may want to take courses in the food service curriculum at a junior college or university when you are not working. Local clubs, colleges, or hospitals may offer workshops or non-credit courses, such as cake decorating, bread making, gourmet cooking, special diets. Investigate them.
4. Read trade magazines and books concerning food service. They can give you ideas on how to do a job more efficiently as well as new preparation techniques and advancements in the field.
5. Observe other food service workers. Visit other establishments and see how people work. Can they get the job done faster because of a new technique that you don't know about? You can learn
6. Have your employer rate you. (Study the sample rating chart found as a resource item). The employer is the most qualified person for rating your habits. He can show you where you need improvement and suggest ways to improve yourself.

(9) T.34
S.25

After learning methods for improving yourself, you may ask, "But where do I want to go?" How far do I want to move up or across on the career ladder? That depends on the amount of training and education you have. Look at the picture of career ladders on the next page. Can you understand how you must master one job before moving up to another? Do you see the relationships among the jobs in the career lattice (across)? Jobs in a career lattice are job clusters. Job cluster training allows you to move sideways, across a lattice, and up into another ladder.

Technological Advancement

Can you imagine where we would be if new discoveries were never made? Life would be dull because nothing would ever change. We would be a primitive and backward people without technological advancement. Because of new technology, we have become a modern country. New discoveries are made every day concerning some aspect of our lives.

The same is true of the food service industry. Where would we be without modern and efficient food packaging systems or improvements made in food service equipment? Technology helps us to help ourselves improve our jobs. Without it we would be stuck where we are, with no way to improve the efficiency or quality of our work.

As a food service worker, you should make it a part of your job improvement plan to keep "on top" of advancements made in the food service industry. Begin to read trade journals, pamphlets, books, or bulletins published by agencies or organizations for the technological advancement of food service.

Personnel Policies

These rules and regulations are set up by the place of employment, and each employee is expected to follow policies. What do you think would happen if a restaurant had no personnel policies? Would the workers know what type of clothing to wear for safety purposes?

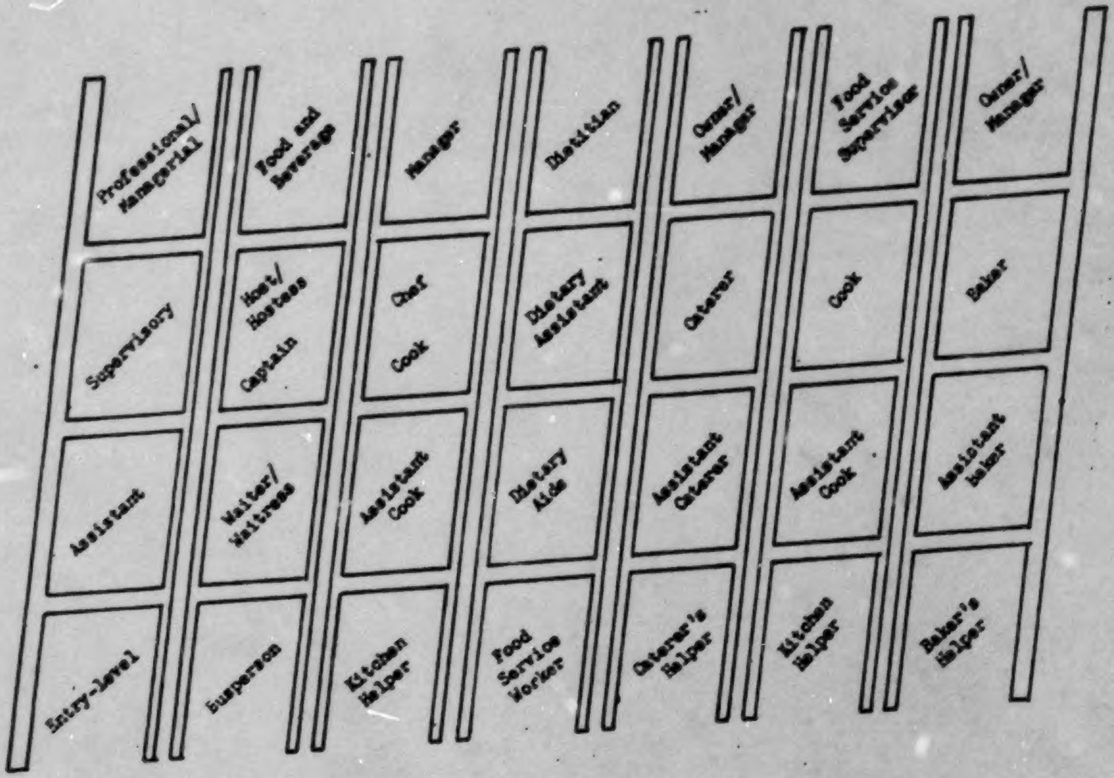
Personnel policies are established for the purpose of protecting the worker, employer and the customers. Policies are also set up for safety/sanitation purposes and the benefits of the business. Personnel policies let the worker know what is expected of him/her on the job.

ACTIVITY #8

Directions: Using trade journals, read one article concerning any area of technological advancement in the food service industry. Summarize your reading on a separate sheet of paper. It should be at least one page in length. Include the source of your reading.

INFORMATION SHEET #6 (Continued)

CAREER LADDERS AND LATTICES



Professional/ Managerial	Food and Beverage	Manager	Dietitian	Owner/ Manager	Food Service Supervisor	Owner/ Manager
Supervisory	Host/ Hostess Captain	Chef Cook	Dietary Assistant	Caterer	Cook	Baker
Assistant	Waiter/ Waitress	Assistant Cook	Dietary Aide	Assistant Caterer	Assistant Cook	Assistant Baker
Entry-Level	Busperson	Kitchen Helper	Food Service Worker	Caterer's Helper	Kitchen Helper	Baker's Helper

(9) T.36
S.27

ACTIVITY #9

Directions: Read each item below and judge how well it describes your feelings about the job you are preparing for in your vocational classes or the job you already have. Place a check in the space that best describes your feelings.

	YES	NO	SOMETIMES
1. I do my part of the work and expect everyone else to do their part.	___	___	___
2. I have no desire to leave this job for another one.	___	___	___
3. I try to perfect my job skills.	___	___	___
4. I continue to learn things about my work.	___	___	___
5. I try to live up to my supervisor's expectations for work performance.	___	___	___
6. I take pride in my work.	___	___	___
7. I know everything there is to know about my job.	___	___	___
8. I defend my job when someone criticizes it.	___	___	___
9. I feel close to my occupation.	___	___	___
10. Doing this job comes natural to me.	___	___	___
11. I do tasks without having to be told.	___	___	___
12. My job is important to me.	___	___	___
13. I am willing to work overtime.	___	___	___
14. I feel like doing more work when I am happy with my job.	___	___	___
15. I experience a depressed feeling when things go wrong on my job.	___	___	___
16. I expect changes within my job.	___	___	___

(9) T.37
S.28

	YES	NO	SOMETIMES
17. Although I do not always agree with the changes made in my job, I try to make the most of them.	___	___	___
18. I spend some of my free time trying to improve myself on the job by reading about it in related magazines.	___	___	___
19. I am aware of technological advances in food service.	___	___	___
20. I cooperate with my co-workers.	___	___	___
21. I have respect for my co-workers.	___	___	___
22. I study what my co-workers do so that I can progress in this occupation.	___	___	___
23. I do not mind having my employer evaluate my work periodically.	___	___	___
24. The good points about my job are more important to me than the faults.	___	___	___
25. I go along with the policies set up by the company.	___	___	___
26. I am taking courses to help me advance in this occupation.	___	___	___
27. I enjoy working with the public.	___	___	___
28. I find that the longer I work at this job, the more it becomes a part of me.	___	___	___
29. I would like to progress in the company.	___	___	___
30. I feel that my job is quite permanent.	___	___	___

(9) T.38
S.29

CONSUMABLE

WORKSHEET #4

Directions: The workers in the situations below are having trouble on their job. Can you give them some pointers on improving themselves? Write your answers in the space provided.

1. James has mastered his job as a busperson. He is anxious to move up to a waiter but does not know the best way to approach it.

2. Ginger's goal is to become the manager of a fast-food establishment. but she knows it will be a long trip up the ladder from her waitress position. How can she speed up the process?

3. Jay is interested in learning about new equipment being developed in the food service industry but is unsure about where to find such information.

4. Pam is constantly receiving telephone calls at work. Her supervisor is beginning to get upset at the amount of calls she receives each day.

5. Jeannie has been coming in 5-10 minutes late for work at least 3 times a week. Her supervisor is beginning to dough her dependability.

(9) T.39
S.30

FINAL CHECKOUT PERFORMANCE EVALUATION

Job Improvement Skills

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Identify methods to improve one's self at work.			
a. States the role of career ladders.			
b. States reasons for improvement on the job.			
2. Identify sources of information concerning technologocal advances.			
3. Identify the reasons for personnel policies.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) D, (2) E, (3) A, (4) C, (5) F, (6) B

II. Want ads; family, friends or relatives; telephone directory; local businesses (other answers possible).

III. B, C, E, F, G, J, K, L, N, O

WORKSHEET #1

Answers will vary, check individually.

WORKSHEET #2

Answers will vary, check individually.

WORKSHEET #3

(1) He should have written the time and place of his interview.
(2) She should have been truthful when fillingout her application. If she lied about her age, she may have lied about other information. An employer is looking for honesty in an employee.
(3) If Sally had poor attendance at school, she would probably have poor attendance at work. An employer wants workers who are reliable and dependable.
(4) Joe was not interested in how he could help the business or the job itself. Mention wages and fringe benefits at a job interview only if the employer brings up the subject first.
(5) He should have checked reference books on the proper way to prepare a resume.
(6) Kim exaggerated her qualifications during the interfies. It is permissible to stress your qualifications, but do not overdo it.

POST-TEST

I. A, D, E, F, H, I, K, L, M, N

II. A, B, C, G, I

III. 1, 3, 5, 6, 8

IV. (1) c, (2) c, (3) a, (4) c, (5) c

WORKSHEET & EVALUATION KEY (Continued)

WORKSHEET #4

(1) James should talk it over with his supervisor to get his or her ideas on the promotion. James could also do research on waiter qualifications, wages, training, etc. to see if he is ready for such a step. Also, he could observe other waiters and waitresses to see what the job entails.

(2) She can investigate courses offered at a local vocational school, junior college, or university in food service. She should also talk with several managers of fast-food establishments to find out the best way to reach her goal. She can also investigate manager-trainee programs.

(3) He can find his information in food service trade magazines. His employer probably has such magazines that Jay could borrow.

(4) Pam should tell her callers that she can no longer accept personal calls at work. If they need to talk to her, they can call her at home after work.

(5) Jeannie should change her work havits so that she will arrive 5-10 minutes early at work. It could be that she has a problem getting ready on time or a tendancy to oversleep. If so, she needs to change her schedule and get out of bed earlier. If it is absolutely necessary that she be late for some reason, she should call her supervisor and let him know.

TRANSPARENCY
MASTER

RESOURCE ITEM

"Evaluating the Job Interview"

How did you handle yourself during the job interview? Rate yourself using the check sheet below. Have someone else rate you and compare the two ratings. This should help you to identify those areas in which you are strong and those in which you need improvement.

	YES	NO
How you looked:		
1. Clothing clean and well-pressed?	___	___
2. Clothing conservative in style and color and appropriate for applying for a job?	___	___
3. Body clean and free from odor?	___	___
4. Hair trimmed, clean, combed?	___	___
5. Shoes clean and polished?	___	___
How you acted:		
6. Greeted interviewer with a smile and called him by name?	___	___
7. Stated your name proudly?	___	___
8. Shook interviewer's hand firmly?	___	___
9. Sat only when asked to do so?	___	___
10. Looked interviewer in the eye?	___	___
11. Listened carefully to what interviewer had to say?	___	___
12. Took the time to think questions through before answering?	___	___
13. Emphasized what you could do for the firm rather than what the firm could do for you?	___	___
14. Spoke well of previous employers and associates?	___	___
15. Refrained from arguing with tha associates?	___	___
16. Showed your desire to work?	___	___

	YES	NO
17. Were open to new ideas?	___	___
18. Were courteous and tactful?	___	___
19. Were enthusiastic about school, work and life in general?	___	___
20. Asked questions about the job and the company?	___	___
21. Demonstrated your sense of humor (if situation was appropriate)?	___	___
22. Were prepared to tell the employer how you could be of benefit to his company?	___	___
23. Did not lie or exaggerate your qualifications or experiences?	___	___
24. Emphasized what you can do, not who you know?	___	___
25. Did not chew gum, smoke, or eat candy?	___	___
26. Stuck to the point and answered the questions briefly but completely?	___	___
27. Were on time for the interview?	___	___
28. Thanked the interviewer or secretary for being helpful before leaving?	___	___
TOTAL POINTS	___	___

Scoring:

Give yourself 2 points for each YES and 0 points for each NO. Add your points for the total score.

50-58	The kind of help employers want.
41-49	Will make a good employee
31-40	Try harder
Below 31	Are you really trying to get a job.

RESOURCE ITEM

Employee Evaluation Sheet

Rate yourself on the followinn evaluation sheet by circling the appropriate answer in each area.

	1	3	5
Appearance	Slopny; unattractive.	Meets minimum requirements of job.	Attractive: adds to business image.
Attitude	Criticizes company on and off job.	Accepts company policies.	Promotes company; shows pride in work.
	Resists criticism and direction.	Accepts supervision; follow directions.	Invites criticism; quickly understands directions.
Courtesy	Discourteous; neglects customers.	Courteous; puts customers first.	Enjoys people; can handle difficult customer behavior.
	Consistent source of friction.	Cooperates with others.	Contributes to group morale.
Dependability	Questionable honesty about time, money and supplies.	Honest about money and supplies; rarely wastes time.	Completely honest about time, money and supplies.
Emotional Control	Loses temper often.	Occasionally gets upset under pressure.	Mature; can handle stress.

Key: 1-Unsatisfactory 3-Acceptable 5-Superior

Scoring: 34-40 Your're an ideal employee;
23-43 You're pretty good, but could do better;
20-26 You need to take another look at yourself;
Below 20 You better straighten up before you lose your job.

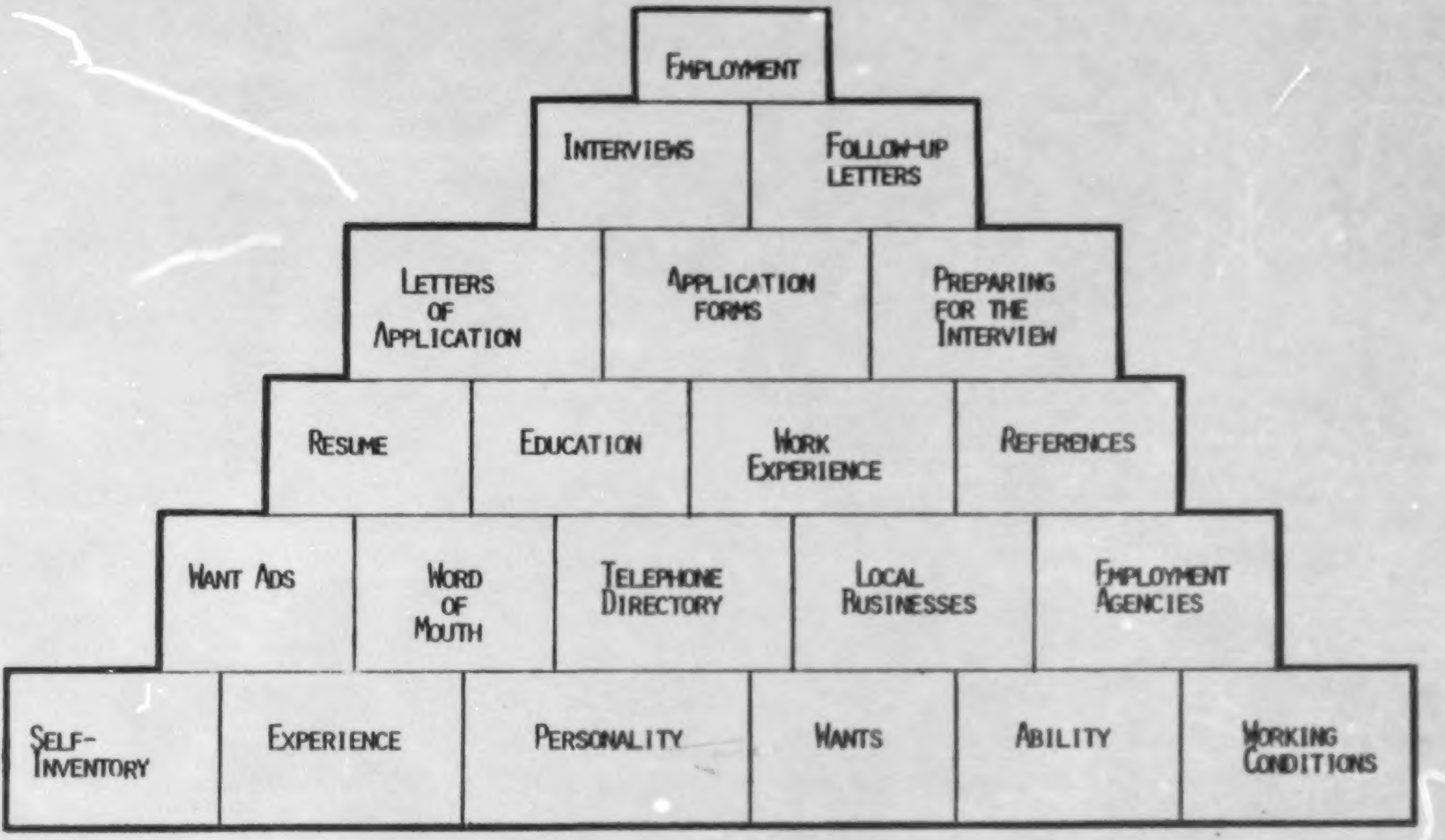
(9) T.45

TRANSPARENCY
MASTER

RESOURCE ITEM

PYRAMID TO JOB HUNTING

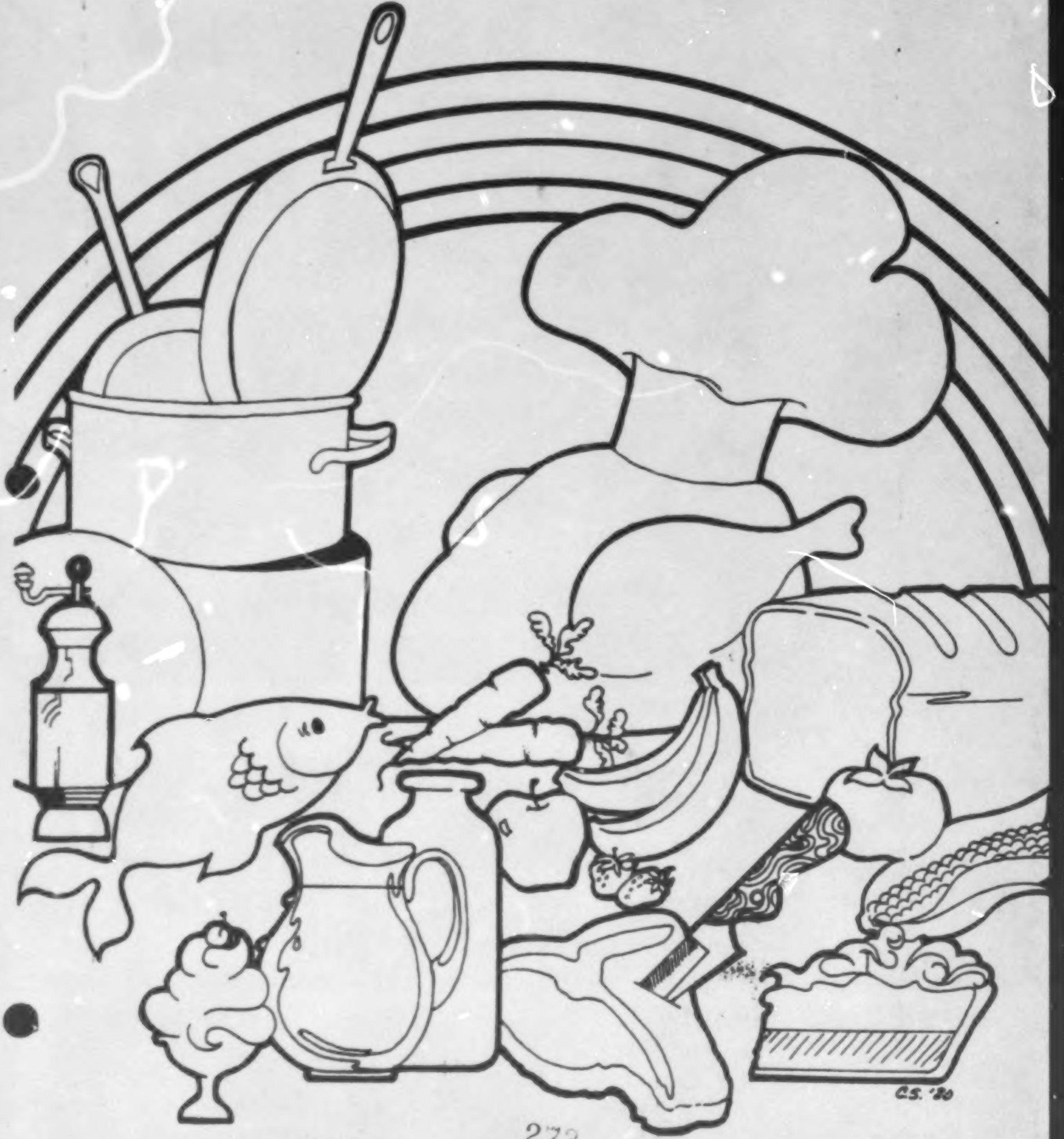
(9) T.46


EMPLOYMENT
INTERVIEWS
FOLLOW-UP LETTERS
LETTERS OF APPLICATION
APPLICATION FORMS
PREPARING FOR THE INTERVIEW
RESUME
EDUCATION
WORK EXPERIENCE
REFERENCES
WANT ADS
WORD OF MOUTH
TELEPHONE DIRECTORY
LOCAL BUSINESSES
EMPLOYMENT AGENCIES
SELF-INVENTORY
EXPERIENCE
PERSONALITY
WANTS
ABILITY
WORKING CONDITIONS

From: *Food Service, Production and Service

Food Service Worker

MODULE 10: SAFE ENVIRONMENT



SAFE ENVIRONMENT

Competence Area: C. Safety

Competency Statement: 1.00 Create A Safe Environment

			Level
Tasks:	.01	Identify occupational hazards------------------------------	Basic
	.02	Identify ways to correct/eliminate existing hazards------	Basic
	.03	Identify food service personal safety habits-------------	Basic

Specific Student Performance

Given a list of ten safety rules important to food service, the student will demonstrate all ten rules correctly.

Prerequisites: None

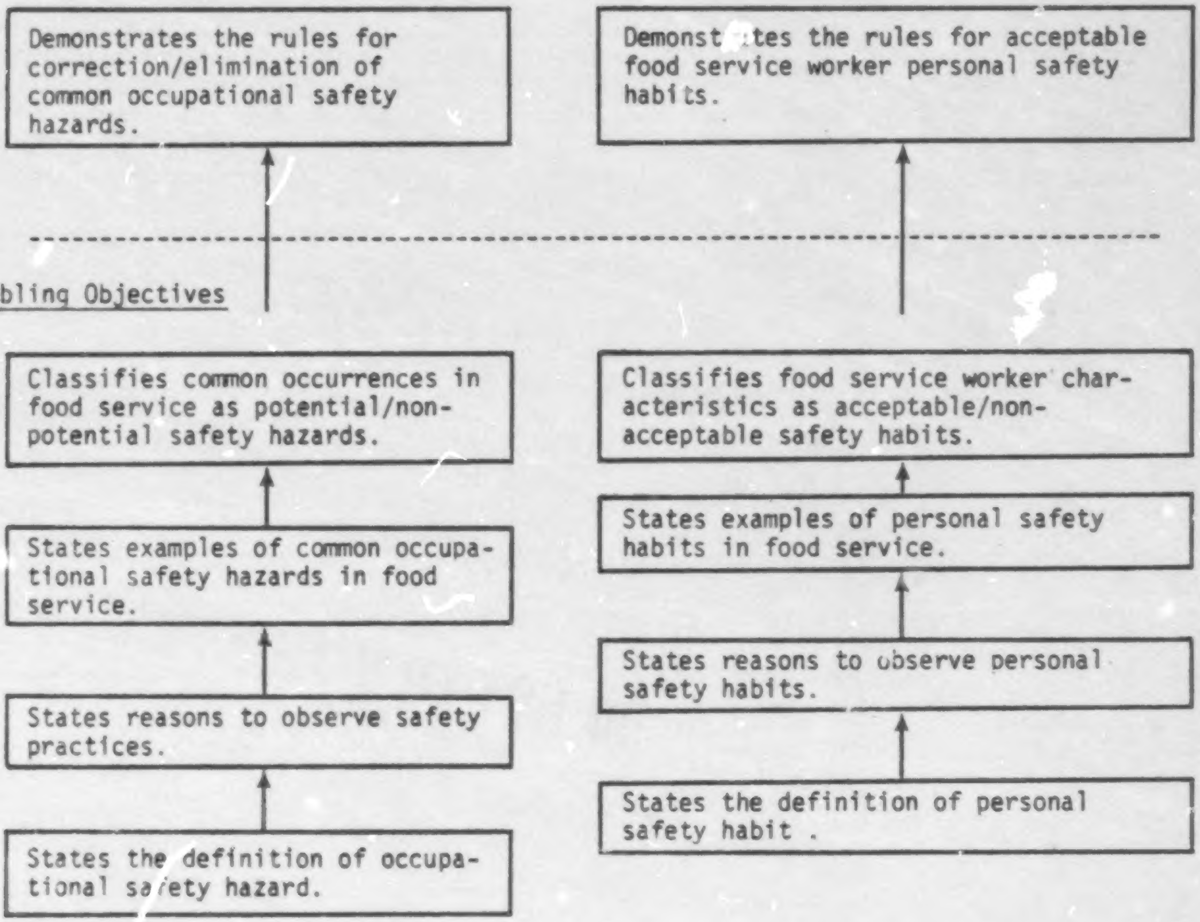
(10) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given a list of ten safety rules important to food service, the student will demonstrate all ten rules correctly.

Performance Objectives



Demonstrates the rules for correction/elimination of common occupational safety hazards.

Demonstrates the rules for acceptable food service worker personal safety habits.

Enabling Objectives

Classifies common occurrences in food service as potential/non-potential safety hazards.

States examples of common occupational safety hazards in food service.

States reasons to observe safety practices.

States the definition of occupational safety hazard.

Classifies food service worker characteristics as acceptable/non-acceptable safety habits.

States examples of personal safety habits in food service.

States reasons to observe personal safety habits.

States the definition of personal safety habit .

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet.
5. Complete worksheet #1. Consumable.
6. Complete worksheet #2. Consumable.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concept, use worksheet #1 as a transparency. The group points out safety hazards.
2. Discuss objectives and vocabulary words with group.
3. Divide class into small groups. Assign each group a category of hazards (burns, cuts, etc.). Have students consult resources and brainstorm causes and prevention in that category. Report to large group for further discussion.
4. Direct each student to complete worksheet #1. Collect and evaluate.
5. Direct each student to complete worksheet #2. Discuss as a class.
6. Direct students to complete post-test. Collect and evaluate.
7. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

- a. Exploring Professional Cooking, 1980 edition.
- b. Food Service Careers, 1979 edition.
- c. Preparing For A Home Economics Career, 1979 edition.

II. Audio-Visual Aids

a. Filmstrips - Kitchen Safety: Preventing Burns
- Kitchen Safety: Preventing Fires
(From National Educational Media Inc., Chicago: NRA)

- Food Service Skills And Equipment: Safety
  (From Prentice-Hall Media, Inc., 150 White Plains Road, Tarrytown, NY 10591)
- Do You Know About Burns
  (From VEC)
- Food Service Safety
  (From Cahner Books, CBI Publishing Co., 51 Sleeper St., Boston, MA 02210)

b. Films - Work Smart, Stay Safe
- The Angry Flame
- Accidents Don't Happen
  (From Continental Film Products Corp., 4220 Amnicola Hwy., Chattanooga, TN 37406)

c. Pamphlet - Your Responsibility For Safety
  (From NRA, 1 IBM Plaza Suite 2600, Chicago, IL 60611)

III. Activities

1. Use final checkout performance evaluation as continual or periodic evaluation for student progress in safety competence.

2. Make posters depicting safety hazards. Display during National Safety Week. You may set this up on a competitive basis, between either individuals or teams.

3. Write to the U. S. Dept. of Labor, Occupational Safety and Health. Request a copy or copies of the OSHA Act of 1970 and information pertinent to current safety inspection standards, violations and fines.

4. Have a panel of experts discuss accident prevention and ways to handle emergencies.

5. Develop a bulletin board: "Accidents Don't Just Happen."

6. Prepare a list of emergency telephone numbers.

7. In small groups, discuss case studies describing safety habits and hazards (see resource item).

8. Write catchy safety slogans and/or jingles.

9. Draw cartoons, "What's Wrong, What's Right."

CONSUMABLE

PRE-TEST

Safe Environment

I. Define the following terms in food service.

1. An occupational safety hazard is ____ ____.

2. A personal safety habit is ____ ____.

II. Place a check beside the sentence(s) below which describe common safety hazards in food service.

_____ 1. Knife lying loose on a worktable.

_____ 2. Equipment turned off or unplugged before cleaning.

_____ 3. Grease build-up on hoods.

_____ 4. Knives soaking in dishwater.

_____ 5. All doors and drawers closed when not in use.

III. Using the blanks provided, write the word "Good" if it is a good personal safety habit and "Bad" if it is a bad habit.

______ 1. Wiping up spills immediately.

______ 2. Trying to catch a falling knife.

______ 3. Cutting away from yourself when using a knife.

______ 4. Cutting on a metal worktable.

______ 5. Using equipment you have not been trained for.

______ 6. Talking while using equipment.

______ 7. Lifting with the legs, not the back.

______ 8. Putting as much as possible on a tray.

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet.
3. Complete worksheet #1.
4. Complete worksheet #2.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Accident - Any sudden event which causes personal injury or property damage.

2. First Aid - Immediate, temporary care of injured persons.

3. Habit - A repeated pattern of behavior.

4. Hazard - A danger or risk.

5. OSHA - Occupational Safety and Health Act, passed in 1970 by Congress, to provide safe and healthful conditions for (a) workers on the job and (b) the general public who makes use of company products and services.

6. Safety - Not getting hurt and not hurting others, by getting rid of unsafe conditions or behaviors which can cause accidents.

INFORMATION SHEET

Safety in food service is important because the industry is known for the large number of accidents which occur.

Accidents don't just happen; they are caused (either by unsafe conditions or by unsafe behaviors) and can be prevented.

-Unsafe conditions can be completely removed. HOWEVER,
-Unsafe behaviors can never be completely removed because they involve people.

Safety is an important part of every activity. Fewer accidents will happen if you learn possible dangers and take care to avoid them. The old saying is true: "An ounce of prevention is worth a pound of cure."

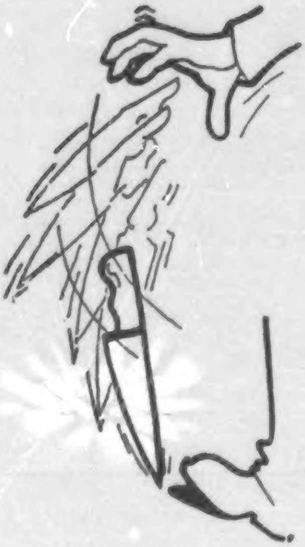
To Prevent Burns

-Use dry pot holders when handling hot utensils.
-Remove covers by lifting them away from you so steam can escape.
-Do not add liquid to a hot fat; cool fat first.
-Avoid over-filling containers with hot liquids or food.
-Turn handles of cooking utensils away from edge of stove.

To Prevent Fires

-Keep stoves, ovens, and hoods clean and free from grease.
-Smoke only in smoking areas.
-Know where the fire extinguisher, alarms, and fire exits are located and how to use them. Keep exits clear.
-Be sure gas is off before striking a match.
-Store dangerous products properly.
-Keep easy-to-burn materials away from open flames.

INFORMATION SHEET (Continued)

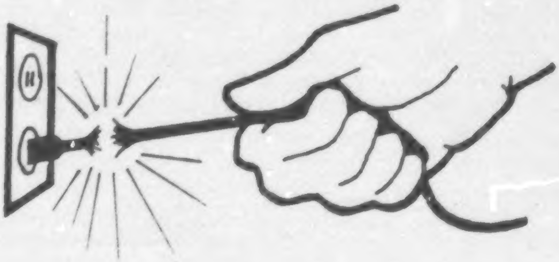


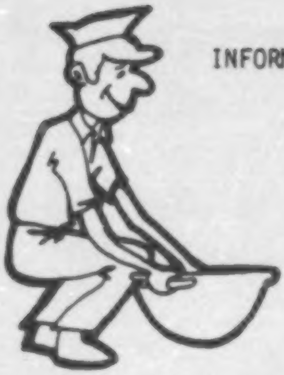
To Prevent Cuts

- -Use knives only for cutting purposes.
- -Be sure knives are sharp because dull knives may slip and cause accidents.
- -Pick up knives and other sharp tools by handles, not blades.
- -Use a cutting board when using knives.
- -Cut with the sharp edge of knife away from body and fellow workers.
- -If a knife falls, do not try to catch it. Let it fall.
- -Store knives in proper racks.
- -Do not leave knives on work tables or in the sink.
- -Sweep up broken glass and china immediately. Do not pick up pieces with hands.
- -Never put fingers near beaters, blades, sharp knife edges, or in waste disposals.
- -Remove can lids completely.

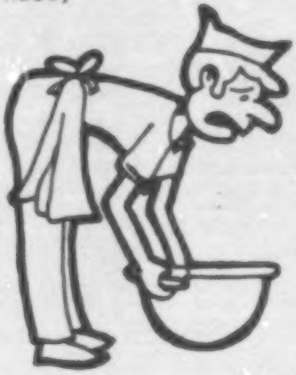
To Prevent Electrical Shock

- -Do not handle plugs, cords or switches with wet hands or while standing on a wet floor.
- -Remove plug from wall outlet by the plug, not the cord.
- -Replace worn plugs and cords when needed.
- -Report any unsafe electrical equipment immediately.





INFORMATION SHEET (Continued)

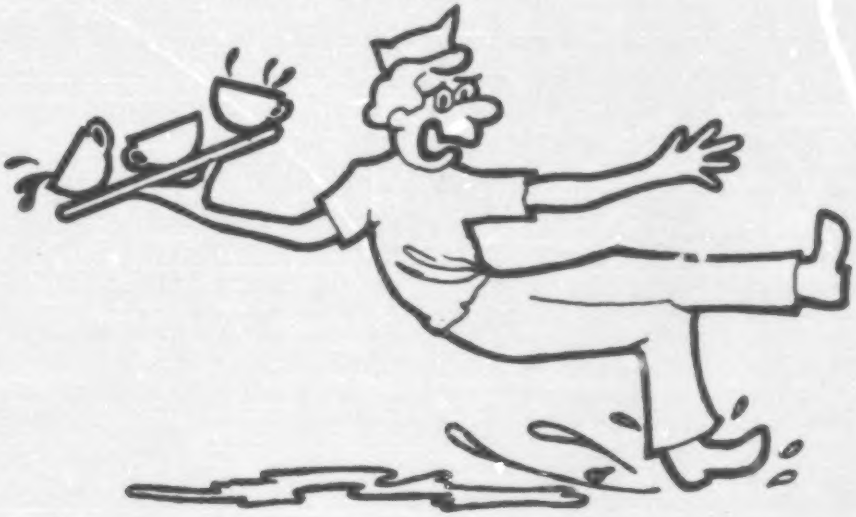


To Prevent Strains

-Do not overload trays or bus carts.
-Place dishes and food on trays so weight is evenly balanced.
-Lift heavy objects keeping the back straight and knees bent.
-Get help to lift and carry heavy objects, or use a cart.
-Store heavy items on bottom shelves.

To Prevent Slips and Falls

-Avoid storing items on high shelves.
-Use a safe ladder and avoid over-reaching.
-Clean up all spills or greasy spots promptly.
-Walk, do not run.
-Keep work areas, traffic paths and doorways clear.
-Use care in going through doorways or around corners.
-Wear rubber-soled work shoes with low heels.



INFORMATION SHEET (Continued)

To Develop Personal Safety Habits

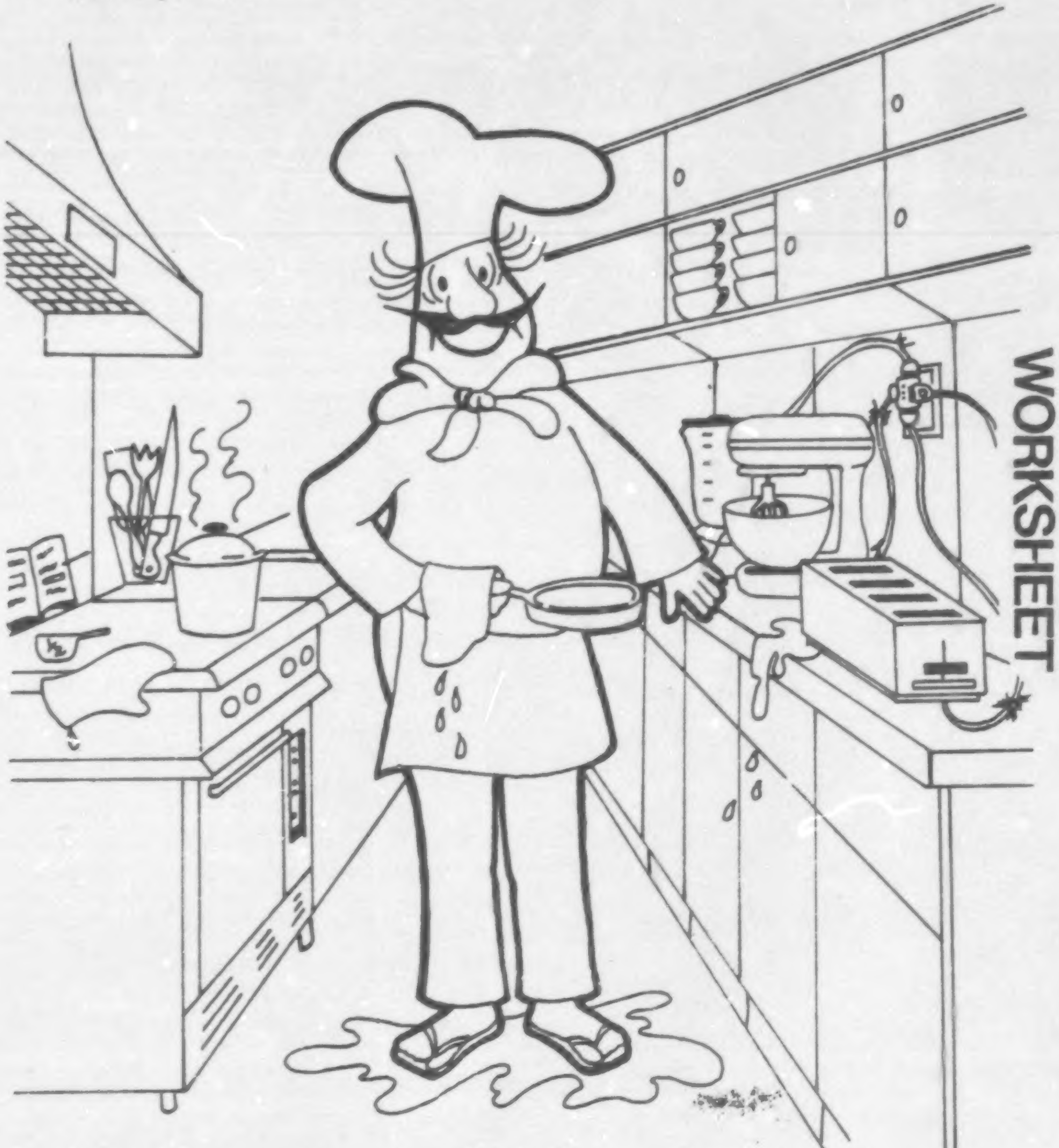
- No horseplay or daydreaming on the job.
- Do not wear fingernail polish.
- Never wear loose clothing or jewelry when using equipment.
- Wear closed-toe shoes with proper support.
- Wear hairnet or cap.
- Read all product labels.
- Do not use equipment unless trained in its proper and safe use.
- Use safety guards provided on equipment.
- Turn all equipment off or disconnect it when not in use or left alone.
- Focus your attention on the job at hand.
- Follow good health habits; accidents are more likely to happen when you are overtired.
- Report any safety hazards and accidents to management.

Pass on the SAFE word!

WORKSHEET #1

HELP HAP HAZARD!

CAUTION! This kitchen area is a mess. How would you help Hap Hazard shape up for safety? If you identify at least 10 hazards, you may save his life. If you identify more than 10 hazards, you may save his business, too! Circle all the hazards you see.



(10) T.11
S.7

CONSUMABLE

WORKSHEET #2

MAKE IT A HABIT

Directions: Read each sentence below. If it describes a good personal safety habit, write "G" in the blank provided. If a bad personal safety habit is described, write "B".

_____ 1. Wear only clear fingernail polish.

_____ 2. Wear hair long and loose, as long as it is neat.

_____ 3. While you are pouring coffee to a customer, watch the boss talking on the telephone.

_____ 4. Figure out for yourself how to use the meat slicer, since everyone is busy.

_____ 5. Be rested and take a break between hard jobs.

_____ 6. Wear low-heeled sandals for serving.

_____ 7. You can wear a tie in the kitchen, if you wear a tie clasp.

_____ 8. Leave the mixer running while you go get a spatula, but hurry!

_____ 9. Most cleaning supplies can be used on any surface.

_____ 10. Plan your next day off while slicing carrots, so you don't talk to other employees.

_____ 11. Don't worry about the cut on your thumb; nobody will notice it.

_____ 12. Do not trip people as they walk through the kitchen.

_____ 13. While waiting for an order, it is all right to discuss the Christmas party with fellow workers.

_____ 14. Use safety guards on all equipment.

_____ 15. Turn off all equipment before clocking out.

(10) T.12
S.8

CONSUMABLE

POST-TEST

Safe Environment

I. Match the words below with their correct definition. Write the correct letter in the blanks provided.

Words

_____ 1. OSHA
_____ 2. hazard
_____ 3. occupational
_____ 4. safety
_____ 5. burn
_____ 6. habit
_____ 7. accident
_____ 8. proper rest

Definitions

A. A danger or risk.
B. An event causing injury.
C. Repeated behavior.
D. A personal safety habit.
E. A safety hazard.
F. While on the job.
G. Care of injured persons.
H. Occupational Safety and Health Act (1970).
I. Not getting hurt.

II. Using safety rules important to food service, rewrite the following statements as correct safety rules. Write your sentence in the space provided.

1. Pick up hot pots and pans with wet pot holders.

2. Report safety hazards to fellow workers.

3. Cut with the sharp edge of knife toward you, not fellow workers.

4. Remove pot covers toward you to let steam escape.

5. Clean up spills when you have more time.

6. Always wear clear fingernail polish.

7. Wear open-toed shoes for comfort and safety.

8 Leave equipment turned on so the next person can use it.

9. Lift heavy loads with your back bent.

10. Unplug electric cords by pulling on the cord.

11. Pick up knives by the blade.

12. Smoke only in your work area.

FINAL CHECKOUT PERFORMANCE EVALUATION

Safe Environment

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. use knives properly when cutting.			
2. wash knives correctly.			
3. remove lids from pots to avoid steam burns.			
4. keep handles of cooking utensils turned safely.			
5. correctly load and stack trays.			
6. carry hot pans with appropriate pot holders.			
7. remove can lids safely.			
8. lift heavy objects properly.			
9. wear proper, safe clothing.			
10. remove electrical plugs correctly.			

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

POST-TEST

I. (1) A danger or risk which can cause accidents on the job.
(2) A repeated pattern of behavior which will reduce the risk of injury to self or fellow workers.

II. 1 , 3 , 4

III. (1) G, (2) B, (3) G, (4) B, (5) B, (6) B, (7) G, (8)

WORKSHEET #1

See Next Page

WORKSHEET #2

(1) B, (2) B, (3) B, (4) B, (5) G, (6) B, (7) B, (8) B,
(9) B, (10) B, (11) B, (12) G, (13) B, (14) G, (15) G

POST-TEST

I. (1) H, (2) A, (3) F, (4) I, (5) E, (6) C, (7) B, (8)

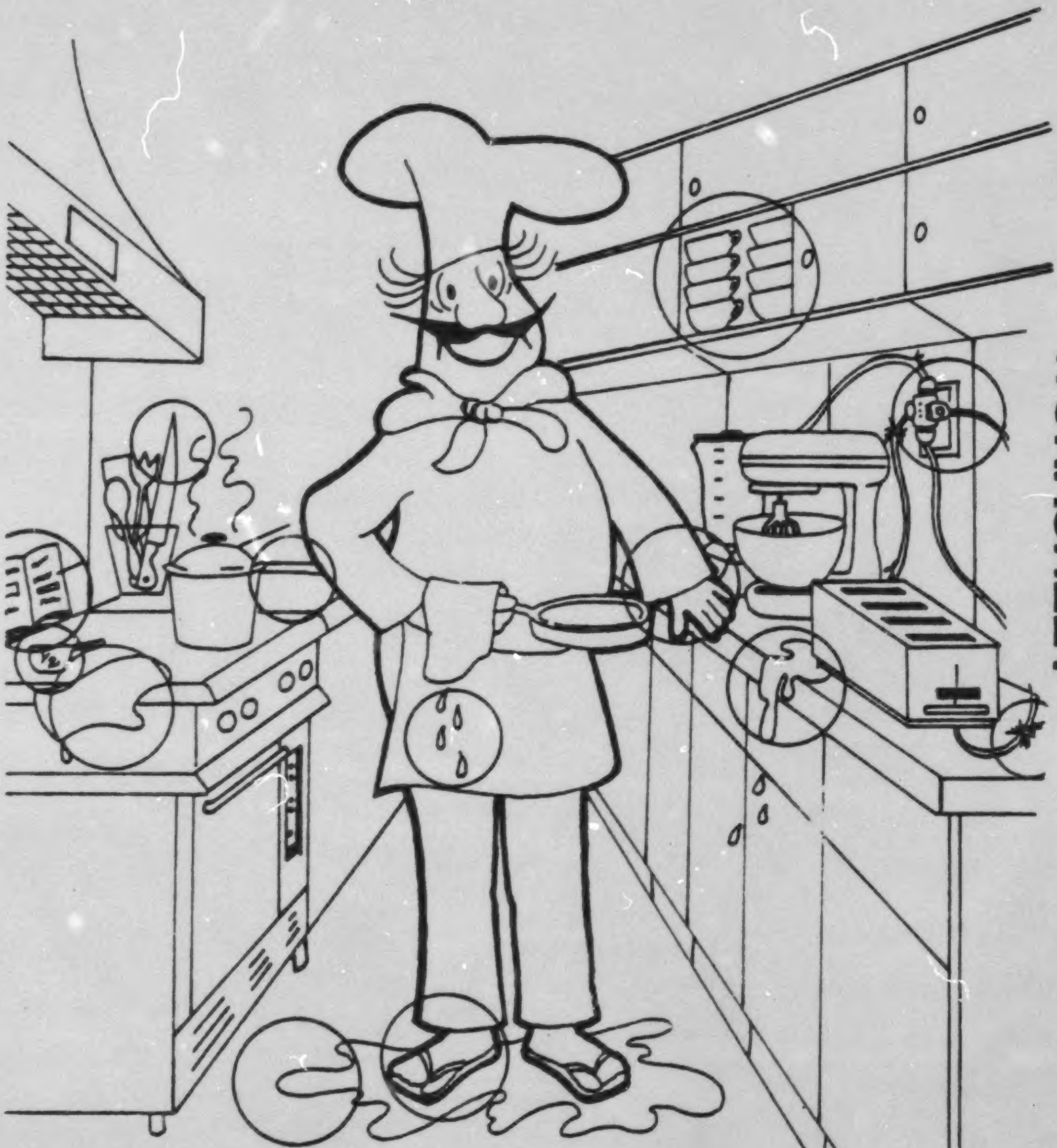
II. (1) Pick up hot pots and pans with dry pot holders.
(2) Report safety hazards to management.
(3) Cut with the sharp edge of knife away from you and fellow work
(4) Remove pot covers away from you to let steam escape.
(5) Clean up spills immediately.
(6) Wear no fingernail polish.
(7) Wear close-toed shoes for comfort and safety.
(8) Turn equipment off when work is done.
(9) Lift heavy loads with back straight.
(10) Unplug electric cords by pulling on the plug.
(11) Pick up knives by the handle.
(12) Smoke only in smoking areas.

KEY

WORKSHEET #1

HELP HAP HAZARD!

CAUTION! This kitchen area is a mess. How would you help Hap Hazard shape up for safety? If you identify at least 10 hazards, you may save his life. If you identify more than 10 hazards, you may save his business, too! Circle all the hazards you see.



WORKSHEET

(10) T.16

RESOURCE ITEM

Case Studies

1. Meet Al. In the last three weeks he has had two accidents. Two weeks ago he was careless with a knife. It was just a small cut on his hand, but he had to leave work early to go to the emergency room. This week, he was hurrying through the kitchen, slipped on a wet spot and fell, causing a minor back injury, which kept him in bed for two days. Al is realizing that his carelessness and poor safety habits are really costing him, in more ways than one! What do you think?

   a. Besides "costing" his health now, how might his future health be affected?
   b. Does Al's lost time from work cost him? How?
   c. Is there a money cost for Al?
   d. Can you think of any other ways that Al's accidents "cost" him?

2. Mark has an emergency his first day on the job as a cook. He decides to use the meat grinder to make hamburger. John, the head cook, is not around; but the machine looks easy to use.

   A few minutes later.

   "Help, help I'm caught in the grinder! My fingers are caught!" screams Mark, "How do you shut this thing off?"

   -What two safety rules did Mark break?

3. Diane is standing by the range when she notes the smell of gas in the air. Ignoring the signs, she lights a match to smoke a cigarette.

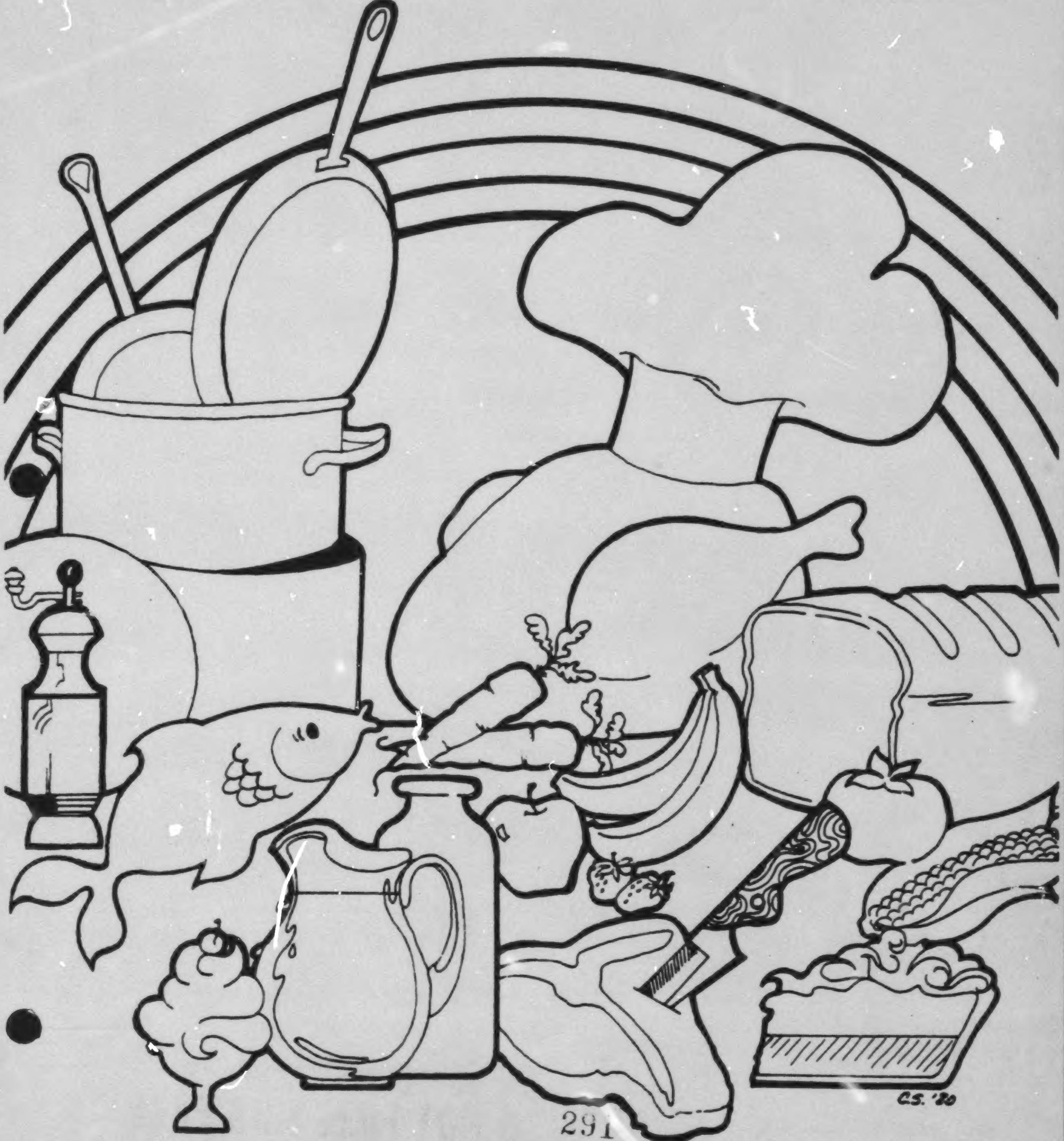
   She screams as flames burst from the range: "Oh, no! What do I do now?"

   Leaving the burning range behind, Diane runs from the kitchen without seeing another employee.

   -What three safety rules did Diane break?

Food Service Worker

MODULE 11: FIRE SAFETY



FIRE SAFETY

Competence Area: C. Safety

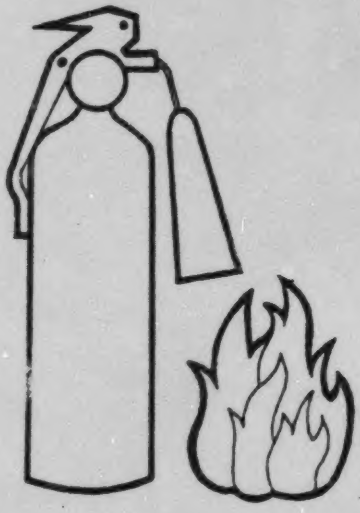
Competency Statement: 2.00 Follow Fire Safety Procedures

			Level
Tasks:	.01	Classify types of fires	Basic
	.02	Extinguish fires	Basic
	.03	Report fires	Basic

Specific Student Performance

Given descriptions of fires which commonly occur in food service, the student will accurately generate the appropriate extinguishing procedures by type of fire. All six fires must be correctly classified.

Prerequisites: Modules #5-7, 10

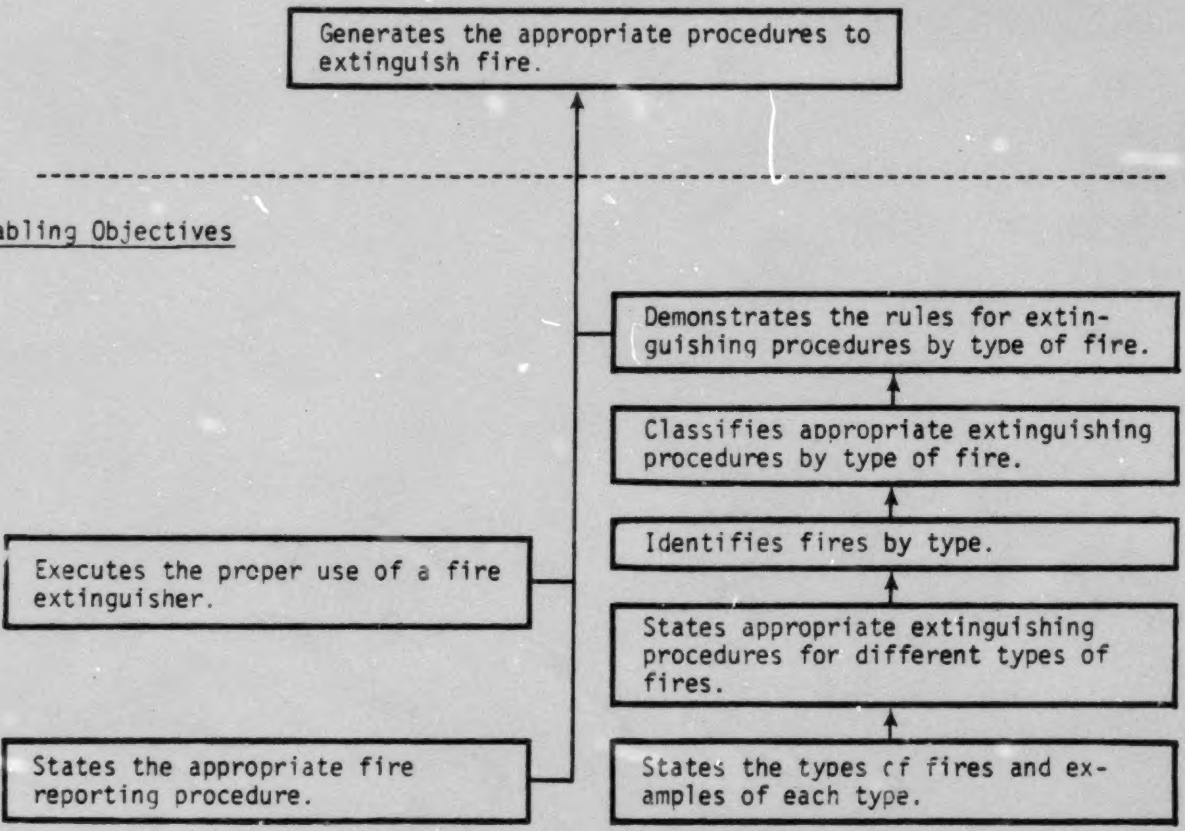


LEARNING HIERARCHY

Specific Student Performance

Given descriptions of fires which commonly occur in food service, the student will accurately generate the appropriate extinguishing procedures by type of fire. All six fires must be correctly extinguished.

Performance Objective


Generates the appropriate procedures to extinguish fire.
Enabling Objectives
Demonstrates the rules for extinguishing procedures by type of fire.
Classifies appropriate extinguishing procedures by type of fire.
Identifies fires by type.
States appropriate extinguishing procedures for different types of fires.
States the types of fires and examples of each type.
Executes the proper use of a fire extinguisher.
States the appropriate fire reporting procedure.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheets #1 and #2. Consumable.
6. Complete activities #1 and #2.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concepts use the pre-test, optional.
2. Go over the objectives and vocabulary words.
3. Divide class into four groups. Give each group type/class of fire to research. Instruct students to create posters, drawings, lettering, etc. that will contribute to a bulletin board on fire safety.
4. Direct each student to complete worksheets #1 and #2.
5. Direct each student to the area where the fire extinguisher is located and demonstrate operating the extinguisher. Allow interested students to demonstrate use (outdoors).
6. Direct each student to complete activity #2. Collect and discuss.
7. Direct each student to complete post-test. Collect and evaluate.
8. Have student, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Being A Food Service Worker, 1976 edition.
   B. Sanitation, Safety, and Maintenance Management.

II. Audio-Visual Aids

   a. Filmstrips - Kitchen Safety! Preventing Burns/Preventing Fires (From National Educational Media, Inc., Chicago, IL)

-Angry Flames
(From NRA)
-Food Service Skills And Equipment: Safety Skills
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown,
NY 10591)

b. Pamphlets -The ABC's of Fire Protection
(From Kidde Belleville, Division of Walter Kidde and
Company Inc., Belleville, NJ 07109)

III. Activities

1. Develop a bulletin board "Know Your Fire Extinguishers."
2. Invite local fire department to demonstrate the use of each type of extinguisher (using simulated fires).
3. Have students draw a floor plan of department/classroom; label the exit routes, label the exact location of the fire alarm(s) and fire extinguisher(s).
4. Role play a fire drill. Assign students specific jobs to be responsible for.
5. Discuss the types of fire-fighting equipment available in the kitchen and in the front of the house. Ask students to note the location of all hand extinguishers and how to activate the automatic extinguishing system.
6. Make a transparency of the table, "Types of Fire Extinguishers" from information sheet #1. Discuss use of different types of fire extinguishers.

PRE-TEST

Fire Safety

Directions: Read the following statements carefully. If the statement is correct write "True" in the blanks provided. If incorrect, write "False."

_____ 1. For a fire to start, fuel, heat and oxygen must be present.

_____ 2. Foam fire extinguishers are used to put out Class C fires.

_____ 3. Type A fires involve grease, fat, oil, gas or paint.

_____ 4. Type C fires are identified by a blue circle symbol.

_____ 5. One should make sure wiring is in adequate repair to prevent Type B fires.

_____ 6. Type A fires may be extinguished using water.

_____ 7. Type C fires may be extinguished using a Type B or C extinguisher.

_____ 8. A green triangle identifies a Type B fire extinguisher.

_____ 9. Notify management immediately whenever a fire breaks out.

_____10. A pressurized water extinguisher is used on paper, wood and cloth fires.

_____11. Burning liquids or electrical fires require the use of a dry chemical or carbon dioxide extinguisher.

_____12. It is acceptable to use a foam type extinguisher on electrical fires or burning liquids.

_____13. Inadequate garbage disposal is a common cause of fires.

_____14. One should light matches after turning on gas jets.

_____15. The object of fire safety is to prevent fires before they start.

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheets #1 and #2.
4. Complete activities #1 and #2.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Carbon Dioxide - A heavy, colorless, odorless gas which is deadly.

2. Combustible - Materials that are capable of starting a fire.

3. Fire Extinguisher - A container filled with chemicals, used to put out fire.

4. Flammable - Materials that will burn easily.

5. Spontaneous Ignition - The process of catching fire and burning as a result of heat caused by internal (inside) chemical action.

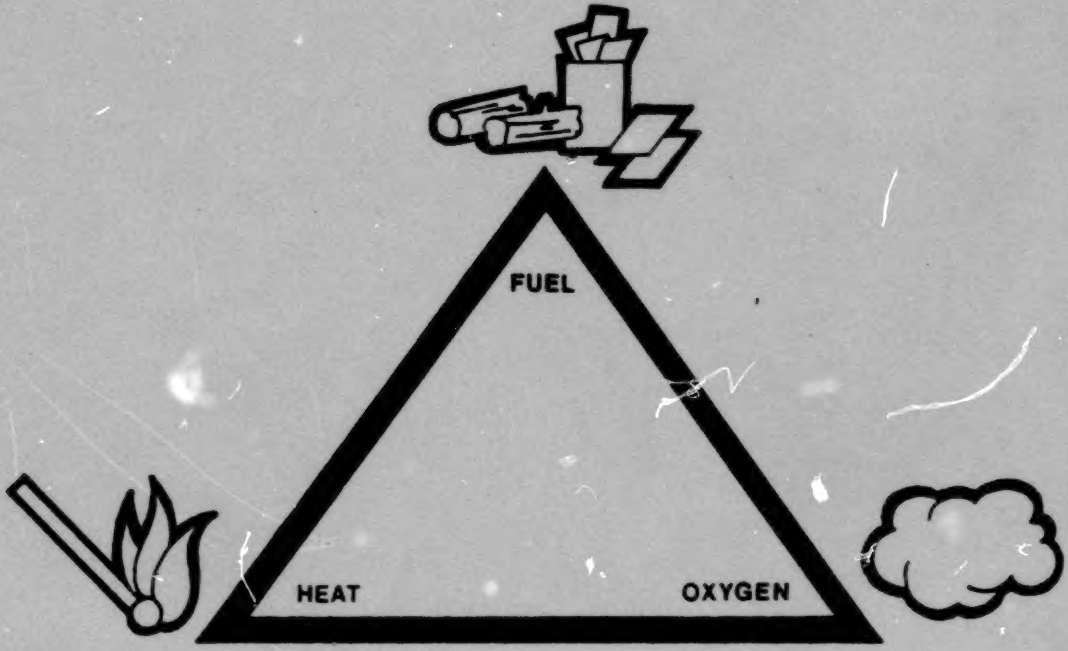
#1 INFORMATION SHEET

The object of fire safety procedures is to prevent the loss of life, property and business. Effective fire safety begins with proper building construction. Use of fireproof and/or fire-resistant materials reduces the risk of fire.

For a fire to start, three things must be present:

1. fuel - anything that will burn
2. heat - flame
3. oxygen - air we breath

FIRE TRIANGLE



Remove any one of these elements, and you put out the fire or prevent it from starting.

Examples: Fuel + Oxygen - Heat = NO fire!
Heat + Fuel - Oxygen = NO fire!
Oxygen + Heat - Fuel = NO fire!

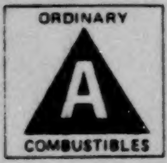
(11) T.7
S.3

INFORMATION SHEET #1 (Continued)

Types of Fires

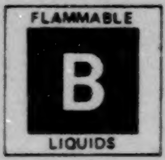
1. Type A fires (paper, cloth, and wood)
2. Type B fires (grease, fat, oil, gas, paint)
3. Type C fires (electrical fires)

TYPE A FIRES - can be prevented by simple housekeeping practices and by keeping flame sources away from these materials.



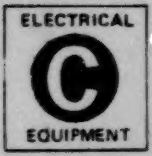
*Fire extinguishers
IDENTIFIED By Green Triangle

TYPE B FIRES - can be prevented by carefully cleaning all grease-catching surfaces, by being extra careful when cooking with fats or oils, by making sure all gas burners are completely turned off when not in use, and by not storing paints in areas where combustion might take place.



*Fire extinguishers
IDENTIFIED By Red Square

TYPE C FIRES - can be prevented by making sure all wiring is in adequate repair and that appliances are used properly.



*Fire extinguishers
IDENTIFIED By Blue Circle.

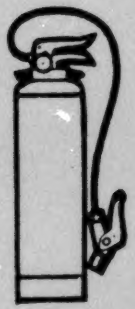
Each type of fire must be fought differently. Let's see which fire extinguisher should be used for each type of fire:

1. Type A fires may be put out with water or a Type A extinguisher.
2. Type B fires must be smothered using a metal cover or a Type B fire extinguisher.
3. Type C fires must be put out with an extinguisher marked Type B or C.

INFORMATION SHEET #1 (Continued)

In addition, each employee should know how to operate the automatic extinguishing system in his particular food service establishment.

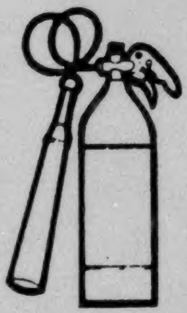
Basic Types Of Fires Extinguishers And How To Use Each Type



Dry Chemical Type - Classes A, B, and C

Use on - trash, cloth, wood, burning liquids, and electrical fires.

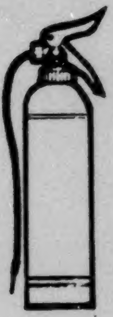
How - Carry to fire, squeeze handle grip, and direct flow at base of flames.



Carbon Dioxide Type - Classes B and C

Use On - Burning liquids or electrical fires.

How - Carry to fire, pull ring pin on side of handle. Release horn and squeeze handle grip. Direct horn at base of fire. Get close - range only 6 to 8 feet.

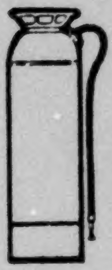


Pressurized Water Type - Class A

Use On - Paper, wood and cloth.

How - Carry to fire, squeeze handle grip, and direct stream at base of flames.

NOTE: Never use on electrical fires or burning liquids!



Foam Type - Class A

Use On - Paper, wood, and cloth.

How - Carry to fire and turn bottom up. Direct stream at base of flames.

NOTE: Never use on electrical fires or burning liquids!

(11) T.9
S.5

Major Causes of Fires

1. Smoking and matches - This is the most common cause of fires in institutions. The "No Smoking" rules were made for your safety; follow them at all times. This is your personal duty.
2. Misuse of electricity - Do not plug machinery into defective outlets. Do not use heavy duty cords or wiring. Report worn cords, electric shorts, and loose connections.
3. Defects in the heating system.
4. Inadequate garbage disposal - Pressurized cans must be removed from any source of heat. Because dirty, oily rags can start fire by themselves (this is called spontaneous ignition), dispose of them safely.
5. Open burners, heating and cooking equipment.

RULES FOR FIRE PREVENTION

A. Report ANY fire immediately to supervisor.
B. Know where fire extinguishers are and how to use them.
C. Keep all equipment in proper working order.
D. Keep equipment clean to prevent fires caused by grease build-up, especially on vent hoods and filters.
E. Never put water in hot grease.
F. Keep hot fats from splattering.
G. Store cold fats away from flames.
H. Smoke only in designated areas.
I. Keep matches in closed containers.
J. Light matches before turning on gas jets.
K. Report any gas leaks to supervisor.
L. Turn off all open fires when not in use.

The object of fire safety procedures is to prevent loss of life, property, business, and reputation. Adequate fire safety starts with fire-resistant and/or fire-proof building construction; however, a good food service worker will be aware of possible fire hazards and practice appropriate safety habits.

WORKSHEET #1

I. Gary cannot read instructions well, but his teacher insists that he must learn which fire extinguisher to use on each class of fire. You can help Gary learn this information by drawing the correct symbols in the blocks provided below.

NOTE: Use the correct colors for each symbol!

Fires	Symbols
a. Wood, paper, rags	1. ☐
b. Electrical	2. ☐
c. Grease, gasoline, oil, paint (flammable liquids)	3. ☐

II. Explain (as you would to Gary) the policy for reporting fires for your establishment or class.

CONSUMABLE

WORKSHEET #2

Directions: Read the statements below and place a check beside acceptable (good) fire safety procedures.

_____ 1. Put water on grease fires.

_____ 2. Keep matches in closed containers.

_____ 3. Leave all open fires alone when not in use.

_____ 4. Clean vent hoods to make them shine.

_____ 5. Report any fire immediately to the supervisor.

_____ 6. Smoke only in designated places.

_____ 7. Keep equipment in adequate working order.

_____ 8. Know where fire extinguishers are, but don't worry about learning to use them.

_____ 9. Remember that fuel, water and heat must be present in order to start a fire.

_____10. Leave dirty, wet, oily rags in a pile because they can not start a fire by themselves.

WORKSHEET

ACTIVITY #1

Directions: Read the label on the fire extinguisher(s) available in your school or classroom, and ask your instructor to demonstrate the proper use of this fire extinguisher. Following both label and instructor directions, demonstrate the proper use of the fire extinguisher to your instructor.

***NOTE: It is not necessary to start a fire to complete this activity! Ask your instructor to evaluate your performance outdoors, away from other people.

ACTIVITY #2

Directions: Fill in the following blanks with the correct information (class/type of fire and proper extinguishing procedure). Write your answers on another sheet of paper.

1. After cleaning the ashtrays, JoAnne dumped the ashes in the waste basket. Suddenly, the waste basket was aflame.

   Class ______ fire Extinguish with ________________

2. While Ed was using a deep fryer, the grease began smoking badly. Suddenly, the fryer was engulfed in flames.

   Class ______ fire Extinguish with ________________

3. Judy was heating the hot table and noticed its frayed cord shooting sparks. She watched as fire broke out.

   Class ______ fire Extinguish with ________________

4. A lighted candle fell over onto the table top and caught the linens on fire.

   Class ______ fire Extinguish with ________________

5. Larry was responsible for making meatballs for lunch. He was suddenly called to help someone in the dining room. When he returned, smoke was billowing out of the oven.

   Class ______ fire Extinguish with ________________

6. As a customer was leaving Frank's Foods, he threw his lighted cigarette on the carpet. In minutes, a large portion of the carpet was in flames.

   Class ______ fire Extinguish with ________________

(11) T.13
S.9

CONSUMABLE

POST-TEST

Fire Safety

I. Read the statements below carefully. If the statement is true, circle "T"; if false, circle "F".

T F 1. Any fire can be put out with water.
T F 2. Notify the person in charge if a fire breaks out.
T F 3. Grease fires can be put out by smothering them with a metal cover or by using chemical type fire extinguishers.
T F 4. In case of an electrical fire, cut off the power and use a chemical fire extinguisher.
T F 5. Type B and Type C fire extinguishers can often be used for the same kinds of fires.
T F 6. If a cigarette is stubbed into an ashtray, you can be sure it's out.
T F 7. It's all right to collect paper and trash in big piles, as long as no one smokes around them.
T F 8. The best way to stop a fire is to prevent it in the first place.
T F 9. Smoking is the number one cause of fires.
T F 10. Each fire extinguisher can be recognized by an identification symbol.

II. Match the fire extinguishers in Column A with the correct class/type(s) of fire in Column B. NOTE! Blanks may have more than one letter.

Column A	Column B
_____ 1. Pressurized Water	A. Class A
_____ 2. Foam	B. Class B
_____ 3. Carbon Dioxide	C. Class C
_____ 4. Dry Chemical	

POST-TEST (Continued)

III. Fill in the following blanks with the correct information (class/type of fire and proper extinguishing procedure). Write your answers in the blanks provided below.

1. Too many cords were plugged into the outlet. It began smoking and shooting sparks, finally flaming.

   Class __________ fire Extinguished with ______________

2. Tom was going to make gravy, he became distracted and forgot he had left the pan of grease on the heat. It began to smoke and flame.

   Class __________ fire Extinguished with ____________

3. After lighting the gas jet, Susan threw the match into the garbage can, a few minutes later it was aflame.

   Class __________ fire Extinguished with ____________

4. A customer left a lighted cigarette resting against the ashtray, unnoticed it falls and the table cloth begins to flame.

   Class __________ fire Extinguished with ____________

5. A pork roast was in the oven. Someone had read the temperature incorrectly and set it too high - Smoke began billowing out the oven an hour later.

   Class __________ fire Extinguished with ____________

6. A customer dropped a lighted cigarette while seated in a booth with heavily padded seating. No cigarette was found, but 20 minutes later, the padding burst into flames.

   Class __________ first Extinguished with ____________

FINAL CHECKOUT PERFORMANCE EVALUATION

Fire Safety

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Classify fires by class/type.			
2. Classify fire extinguishers by class/type.			
3. Classify appropriate extinguishing procedures by type of fire.			
4. Correctly demonstrate use of a fire extinguisher.			
5. State fire reporting procedures for school/classroom.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) True, (2) False, (3) False, (4) True, (5) True, (6) True, (7) True, (8) False, (9) True, (10) True, (11) True, (12) False, (13) True, (14) False, (15) True

WORKSHEET #1

I. (1) Green Triangle, (2) Blue Circle, (3) Red Square

II. Answers will vary, check individually.

WORKSHEET #2

2, 5, 6, 7, 9

ACTIVITY #2

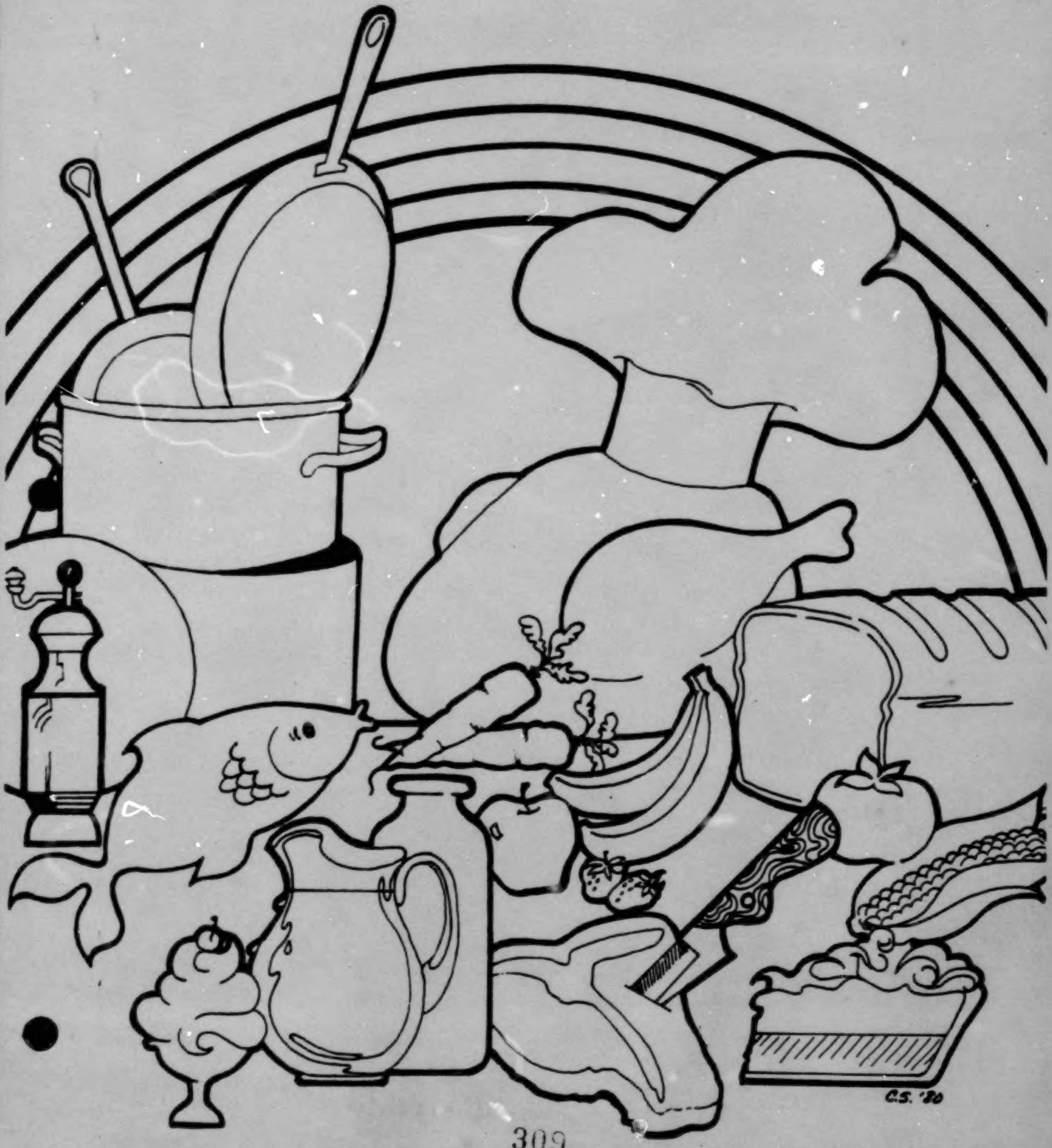
(1) Class A fire - Extinguish with pressurized water, foam or dry chemical extinguisher
(2) Class B fire - Extinguish with CO_2 or dry chemical extinguisher
(3) Class C fire - Extinguish with CO_2 or dry chemical extinguisher
(4) Class A fire - Extinguish with pressurized water, foam or dry chemical extinguisher
(5) Class B fire - Extinguish with CO_2 or dry chemical extinguisher
(6) Class A fire - Extinguish with pressurized water, foam or dry chemical extinguisher

POST-TEST

I. (1) F, (2) T, (3) T, (4) T, (5) T, (6) F, (7) F, (8) T, (9) T, (10) T
II. (1) A, (2) A, (3) B and C, (4) A, B and C
III. (1) Class C fire - Extinguish with CO_2 or dry chemical extinguisher
(2) Class B fire - Extinguish with CO_2 or dry chemical extinguisher
(3) Class A fire - Extinguish with pressurized water, foam or dry chemical extinguisher
(4) Class A fire - Extinguish with pressurized water, foam or dry chemical extinguisher
(5) Class B fire - Extinguish with CO_2 or dry chemical extinguisher
(6) Class A fire - Extinguish with pressurized water, foam or dry chemical extinguisher

Food Service Worker

MODULE 12: FIRST AID



FIRST AID

Competence Area: C. Safety

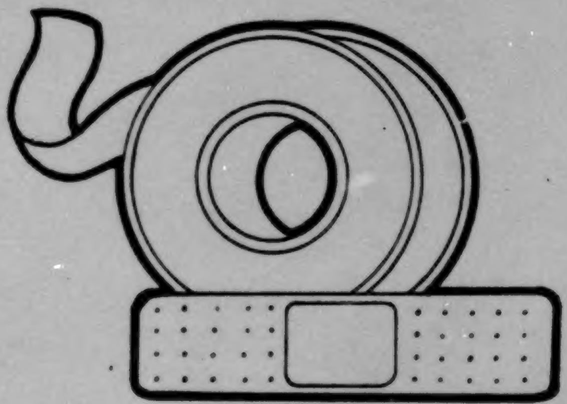
Competency Statement: 3.00 Apply Personal First Aid

			Level
Tasks:	.01	Apply first aid for minor cut	Basic
	.02	Apply first aid for minor burn	Basic
	.03	Apply first aid for foreign objects in eyes	Basic
	.04	Locate and identify contents of first aid kit	Basic

Specific Student Performance

Given a first aid kit, the student will correctly demonstrate the rules for treating self for a minor cut, burn and foreign object in the eye. The student identifies the proper procedure to follow when a customer or fellow worker is injured.

Prerequisites: Modules #5-8, 10

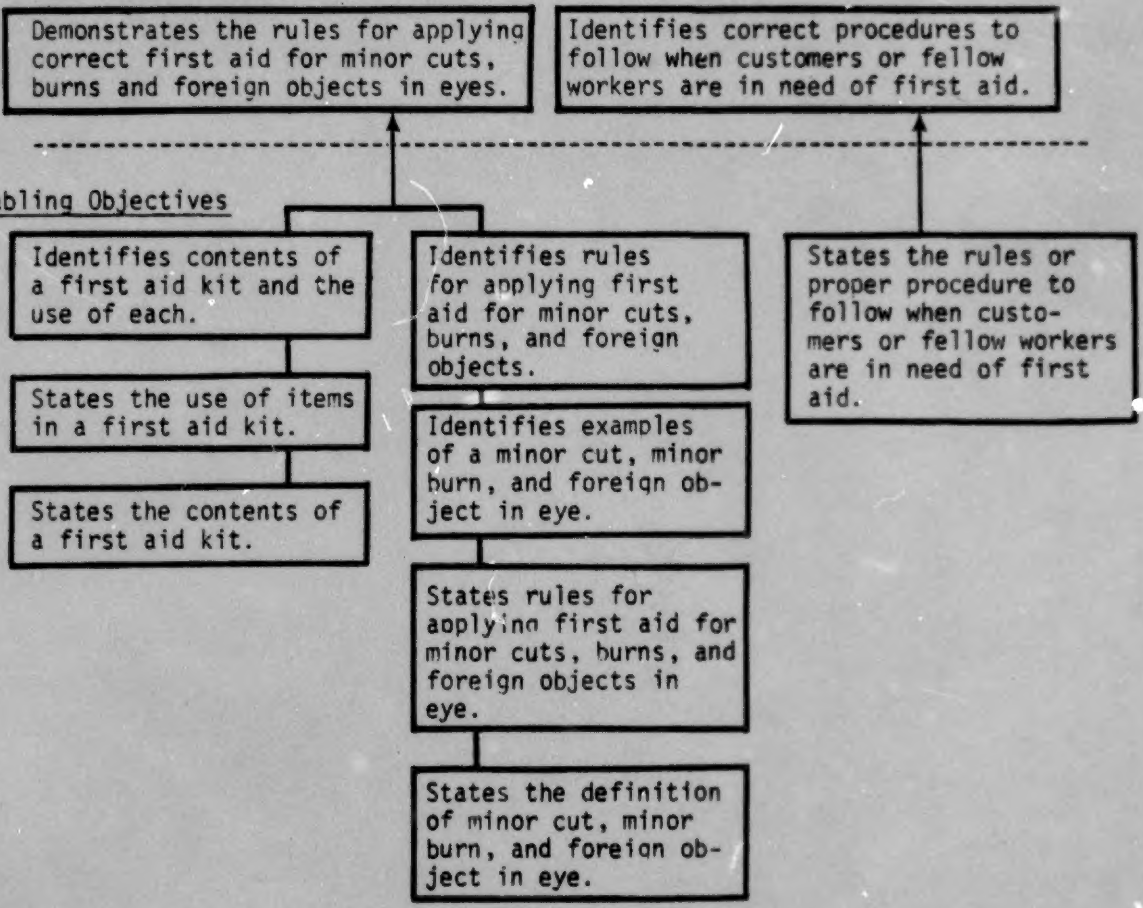


(12) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given a first aid kit, the student will correctly demonstrate the rules for treating self for a minor cut, burn and foreign object in the eye. The student identifies the proper procedure to follow when a customer or fellow worker is injured.



Performance Objectives

Demonstrates the rules for applying correct first aid for minor cuts, burns and foreign objects in eyes.

Identifies correct procedures to follow when customers or fellow workers are in need of first aid.

Enabling Objectives

Identifies contents of a first aid kit and the use of each.

States the use of items in a first aid kit.

States the contents of a first aid kit.

Identifies rules for applying first aid for minor cuts, burns, and foreign objects.

Identifies examples of a minor cut, minor burn, and foreign object in eye.

States rules for applying first aid for minor cuts, burns, and foreign objects in eye.

States the definition of minor cut, minor burn, and foreign object in eye.

States the rules or proper procedure to follow when customers or fellow workers are in need of first aid.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet.
5. Complete worksheet #1. Consumable.
6. Complete activity #1.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student).

1. To introduce concept, ask two students to role play an accident. Discuss importance of knowing what to do quickly in the case of an accident.
2. Go over objectives and vocabulary words with group.
3. Divide class into small groups. Assign each group a category of rules for applying first aid. Have students consult resources for applying first aid for minor cut, burn and foreign objects in eyes.
4. Direct the group to complete worksheet #1.
5. Direct students to complete activity #1.
6. Direct each student to complete post-test. Collect and evaluate.
7. Direct each student, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Exploring Professional Cooking, 1980 edition.
   b. Food Service Careers, 1979 edition.
   c. Family Guide Emergency Health Care.
   d. Food Safety and Sanitation by Barbara Border, McGraw-Hill Company, 1979 edition.

II. Activities

   1. Make a first aid handbook or file box describing how to treat minor emergencies that might occur in the foods lab.

PROCESS SHEET (Continued)

2. Invite the school nurse into class to demonstrate how to treat cuts, burns, and objects in the eyes.
3. Locate and identify contents of a first aid kit.
4. Place charts showing items to be included in first aid kit face down on a bulletin board, ask students to name items contained in a first aid kit. As each item is named, reveal the corresponding picture .
5. Role play a situation in which a customer has just slipped and fallen; explain what the food service worker should and shouldn't do.
6. Prepare bulletin board on injuries and first aid treatment.
7. Discuss the importance of reporting all accidents to the proper person. Review accident forms which may be required. (see OSHA form - resource item).

CONSUMABLE

PRE-TEST

Apply Personal First Aid

I. Match the definitions on the right with the words on the left. Place the correct letter in the blanks provided.

_____ 1. Minor cut

_____ 2. Burn

_____ 3. Foreign object

A. Injury caused by contact with fire, etc.
B. Dirt, smoke, or anything that does not normally belong in or on the human body.
C. An incision.

II. Write the letter of the correct answer in the space provided.

1. Clean a cut with __________.
   a. soap and water
   b. hydrogen peroxide
   c. water only
   d. both a and b

2. A bandage is used _______
   a. on abrasions or cuts
   b. to apply pressure
   c. on burns
   d. all the above

3. Put ______on a burn
   a. butter
   b. grease ointment
   c. cold water
   d. nothing

4. ______should be used to remove foreign matter from eyes.
   a. eye drops
   b. tears
   c. running water
   d. both b and c

5. Which of the following is not found in a first aid kit?
   a. sterile pad or gauze
   b. aspirin
   c. eye drops

III. List 5 items found in a first aid kit.

1.
2.
3.
4.
5.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet.
3. Complete worksheet #1.
4. Complete activity #1.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Abrasion - A scrape that has foreign matter embedded in it.
2. Antiseptic - Medication used to prevent infection.
3. Burn - Injury caused by contact with fire, steam or liquid heat, electricity, lightning, ultraviolet rays or chemicals.
4. First Aid - Immediate, temporary care of injured persons until a physician's help, if needed, can be obtained.
5. First Aid Kit - A box containing supplies for treating emergency injuries.
6. Foreign Matter (Object) - Dirt, smoke or anything that does not normally belong in or on the human body.
7. Gauze - Any very thin, transparent, loosely-woven material used to wrap injured areas.
8. Incision - A cut.
9. Serious Accident - May cause death unless expert help is given.
10. Wound - A break in the skin, caused by force that extends to underlying tissue.

INFORMATION SHEET

Food service operations are accident prone. The nature of the business and the pace of activities involved cause situations in which accidents frequently happen. Workers use machines, handle sharp tools, walk across wet floors and carry heavy loads constantly in a food service operation. Almost any activity in the food service industry can be the source of an accident.

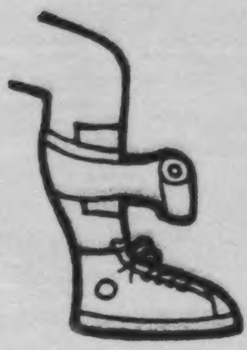
Workers should be trained to respond quickly to emergency situations and should actually have practice drills. They should be reminded from time to time about the location and operation of emergency equipment. Workers should learn how to protect themselves and others and should know how to move guests and others away from danger when an emergency arises.

Even though a worker should never administer first aid to a customer or fellow worker, it is still important that the worker know what procedures to follow when emergencies occur:

1. For less severe accidents such as, minor cuts, burns, and foreign objects in eyes, a food service worker can treat himself and apply first aid supplies (see information on treatment). It is very important that each accident be reported to proper persons for possible insurance purposes.

2. For serious accidents and illnesses, a food service worker should know the potential signs of danger and when expert help should be called. Some of the more serious incidents are:
    1. Severe bleeding
    2. Severe burns
    3. Shock
    4. Head injury
    5. Sudden illness (chest pain, unconsciousness, convulsions)

If serious accident or illness occurs, while another person seeks the person in charge, do nothing to the injured person except speak quietly and reassure that help is on the way.



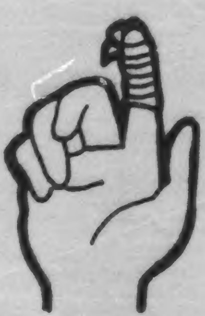
A wound is a break in the skin, caused by force, that extends to underlying tissue. There are two kinds of wounds: abrasions (scrapes) and incisions (cuts).

How To Treat Abrasions

The above picture of a scrape-wound is caused by rubbing or scraping the skin against a hard, rough surface. It usually has foreign matter embedded in it that must be cleaned away thoroughly to prevent infection. Unless the abrasion is quite deep, this can usually be accomplished by washing the wound first with an antiseptic such as hydrogen peroxide and then with soap and water. Once the abrasion is clean, apply a layer of gauze to it and bandage with adhesive tape; or for a small scrape, place a band-aid over it.

How To Treat Incisions

Cuts caused by sharp objects, such as knives or glass, should first have pressure applied to stop bleeding. Cuts should then be washed or cleaned with soap and water and bandaged.



Burns are injuries caused by contact with: liquid heat, flames, electricity, or chemicals. They are classified as first, second, and third degree, according to the seriousness of the burn:

A. First degree burns involve reddening of the skin only.

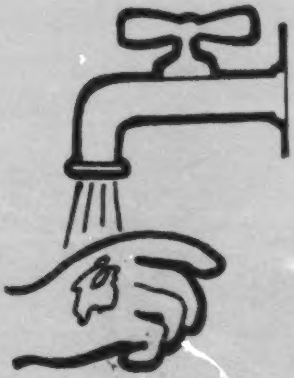
B. Second degree burns result in blisters on the skin.

C. Third degree burns (by far the most serious) involve damage to, and even destruction of, deep layers of skin.

How To Treat Burns

1. Minor Burns

   a. Cool the burn with clean, cool water or ice pack in order to remove the heat, as quickly as possible, and relieve the pain.
   b. Apply (an antiseptic burn ointment) a clean, sterile gauze or clean cloth to keep out infection.
   c. Do not use grease ointments.



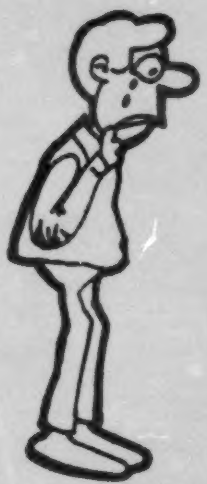
2. Serious burns: (2nd or 3rd degree)

   a. Call a doctor immediately!
   b. Lie with head and chest lower than the rest of the body (to prevent shock).
   c. Cool the burn with clean, cool water or ice pack in order to remove the heat, as quickly as possible, and relieve the pain.
   d. Place a sterile gauze or cloth over the burn to protect it from the air.

   Precaution ! Do not use antiseptics, oily substances or absorbent cotton on the burn.

3. Chemical burns

   a. Bathe affected area with running water until all traces of the chemical are washed away.
   b. Apply first aid same as any other heat burn.



If the foreign matter is in the lower lid of the eye, pull down the lower lid so you can see its lining. Remove the particle with a moist cotton swab or piece of clean cloth.

If foreign matter is in upper part of the eye, pull the upper lid out and down over the lower lid. The particle should be flushed out by tears.

If a chemical is accidentally squirted in your eyes, immediately rinse out the eyes with running water. Do not use eye drops. See a doctor immediately!

REMEMBER!

The key to having a safe working environment for you and your co-workers is prevention. Learn safety practices and make them a habit. Take time to be careful as you daily improve your working skills.

Report ALL accidents and injuries, no matter how small, to the management.

DO NOT try to administer first aid to customers or co-workers.

WORKSHEET #1

Directions: Describe (or role play) to your instructor how you would treat each of the following cases. Be sure to mention any first aid supplies you would use.

1. You are dusting the work table/counter area with flour to roll out pie dough, and flour gets in your left eye.

2. You are cutting celery and carrot sticks when you cut the forefinger on your left hand.

3. You burn your forearm on the oven rack as you are testing a cake to see if it is done.

4. A customer is choking, you notice him gasping for air. What should you do?

5. A co-worker is slicing tomatoes when his knife slips and cuts his finger.

ACTIVITY #1

In your classroom or place of employment: (1) locate the first aid kit, (2) see how many of the items listed below you can find in the kit, (put a check in the blank beside the items you find). If some of the items are missing, or if there is not a first aid kit available, inform your instructor or employer. Beside each item write it purpose.

These are generally found in a first aid kit.	This is what it is used for
_____ 1. Cotton swabs-------------	______________________________
_____ 2. Gauze--------------------	______________________________
_____ 3. Bandages-----------------	______________________________
_____ 4. Antiseptic---------------	______________________________
_____ 5. Tweezers-----------------	______________________________
_____ 6. Rubbing alcohol----------	______________________________
_____ 7. Adhesive tape and sterile dressings-----------------	______________________________
_____ 8. Hydrogen peroxide---------	______________________________
_____ 9. Scissors-----------------	______________________________
_____10. Aspirin------------------	______________________________

CONSUMABLE

POST-TEST

Apply Personal First Aid

I. Define the following words.

1. Minor cut -

2. Burn -

3. Foreign object -

II. Match the definitions on the right with the words on the left. Place the correct letter in the blanks provided.

_____ 1. Abrasion
_____ 2. Antiseptic
_____ 3. First Aid
_____ 4. First Aid Kit
_____ 5. Gauze
_____ 6. Wound
_____ 7. Serious Accident

A. Immediate, temporary care of injured persons until a physician's help can be obtained.
B. A box containing supplies for treating emergency injuries.
C. A scrape that has foreign matter embedded in it.
D. Medication used to prevent infection.
E. A break in the skin, caused by force that extends to underlying tissue.
F. Any very thin, transparent, loosely-woven material, used to wrap injured areas.
G. May cause death unless expert help is given.

III. Fill in the blanks with the correct word or words.

1. Clean a cut with ____________________.
2. A bandage is used on ____________________________.
3. Put __________________ on a burn.
4. __________________ should be used to remove foreign matter from eyes.
5. ________________________ is not found in a first aid kit.

POST-TEST (Continued)

IV. List 10 items found in a first aid kit.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

V. Read the statement below and place a checkin the blank(s) which describe correct actions on the part of a food service worker.

In a customer has a serious accident or illness:

____ a. identify the accident and administer first aid accordingly.
____ b. notify person in charge.
____ c. do not administer first aid.
____ d. speak gently to the injured person until help arrives.

FINAL CHECKOUT PERFORMANCE EVALUATION

Apply Personal First Aid

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Demonstrate correct treatment for:			
a. Minor cut			
b. Minor burn			
c. Object in eye			
2. Use the correct first aid supplies for:			
a. Minor cut			
b. Minor burn			
c. Object in eye			
3. State proper procedure to follow when:			
a. Customer needs first aid			
b. Fellow worker needs first aid			
c. Serious accident or illness occurs			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK ✓✓✓

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) C, (2) A, 93) B

II. (1) d, (2) D, (3) c, (4) d, (5) c

III. Gauze, antiseptic, scissors, rubbing alcohol, adhesive tape and sterile dressings.
(other answers possible.)

WORKSHEET #1

(1) If flour in lower lid, pull down lower lid and remove particles with moist swab or cloth. If flour in upper lid, pull your upper lid out and down over lower lid. Let tears flush out flour.

(2) Wash carefully with soap and water and bandage.

(3) Wash with clean, cool water to remove heat. Apply clean, sterile gauze or clean cloth and an antiseptic ointment.

(4) Call for the person in charge. DO NOT try to administer first aid to customers. DO NOT pound on person's back!

(5) Same as #2.

POST-TEST

I. (1) An incision.
(2) Injury caused by contact with fire, etc.
(3) Anything that does not normally belong in or on the human body.

II. (1) C, (2) D, (3) A, (4) B, (5) F, (6) E, (7) G

III. (1) Soap and water or hydrogen peroxide.
(2) Abrasions, cuts, burns and to apply pressure.
(3) Cold water or an ice pack
(4) Tears or running water
(5) Eye drops

IV. Cotton swabs, gauze, bandages, antiseptic, tweezers, rubbing alcohol, adhesive tape and sterile dressings, hydrogen peroxide, scissors and aspirin.

V. b, c, d

RESOURCE ITEM

TRANSPARENCY
MASTER

OSHA No. 101
Case or File No. ....

Form approved
OMB No. 44R 1453

Supplementary Record of Occupational Injuries and Illnesses

EMPLOYER

1. Name ....
2. Mail address .... (No. and street) (City or town) (State)
3. Location, if different from mail address ....

INJURED OR ILL EMPLOYEE

4. Name .... (First name) (Middle name) (Last name) Social Security No. ....
5. Home address .... (No. and street) (City or town) (State)
6. Age .... 7. Sex: Male.......... Female.......... (Check one)
8. Occupation .... (Enter regular job title, not the specific activity he was performing at time of injury.)
9. Department .... (Enter name of department or division in which the injured person is regularly employed, even though he may have been temporarily working in another department at the time of injury.)

THE ACCIDENT OR EXPOSURE TO OCCUPATIONAL ILLNESS

10. Place of accident or exposure .... (No. and street) (City or town) (State)
If accident or exposure occurred on employer's premises, give address of plant or establishment in which it occurred. Do not indicate department or division within the plant or establishment. If accident occurred outside employer's premises at an identifiable address, give that address. If it occurred on a public highway or at any other place which cannot be identified by number and street, please provide place references locating the place of injury as accurately as possible.
11. Was place of accident or exposure on employer's premises? .... (Yes or No)
12. What was the employee doing when injured? .... (Be specific. If he was using tools or equipment or handling material, name them and tell what he was doing with them.)
....
13. How did the accident occur? .... (Describe fully the events which resulted in the injury or occupational illness. Tell what happened and how it happened. Name any objects or substances involved and tell how they were involved. Give full details on all factors which led or contributed to the accident. Use separate sheet for additional space.)

OCCUPATIONAL INJURY OR OCCUPATIONAL ILLNESS

14. Describe the injury or illness in detail and indicate the part of body affected. .... (e.g.: amputation of right index finger at second joint; fracture of ribs; lead poisoning; dermatitis of left hand, etc.)
15. Name the object or substance which directly injured the employee. (For example, the machine or thing he struck against or which struck him; the vapor or poison he inhaled or swallowed; the chemical or radiation which irritated his skin; or in cases of strains, hernias, etc., the thing he was lifting, pulling, etc.)
....
....
16. Date of injury or initial diagnosis of occupational illness .... (Date)
17. Did employee die? .... (Yes or No)

OTHER

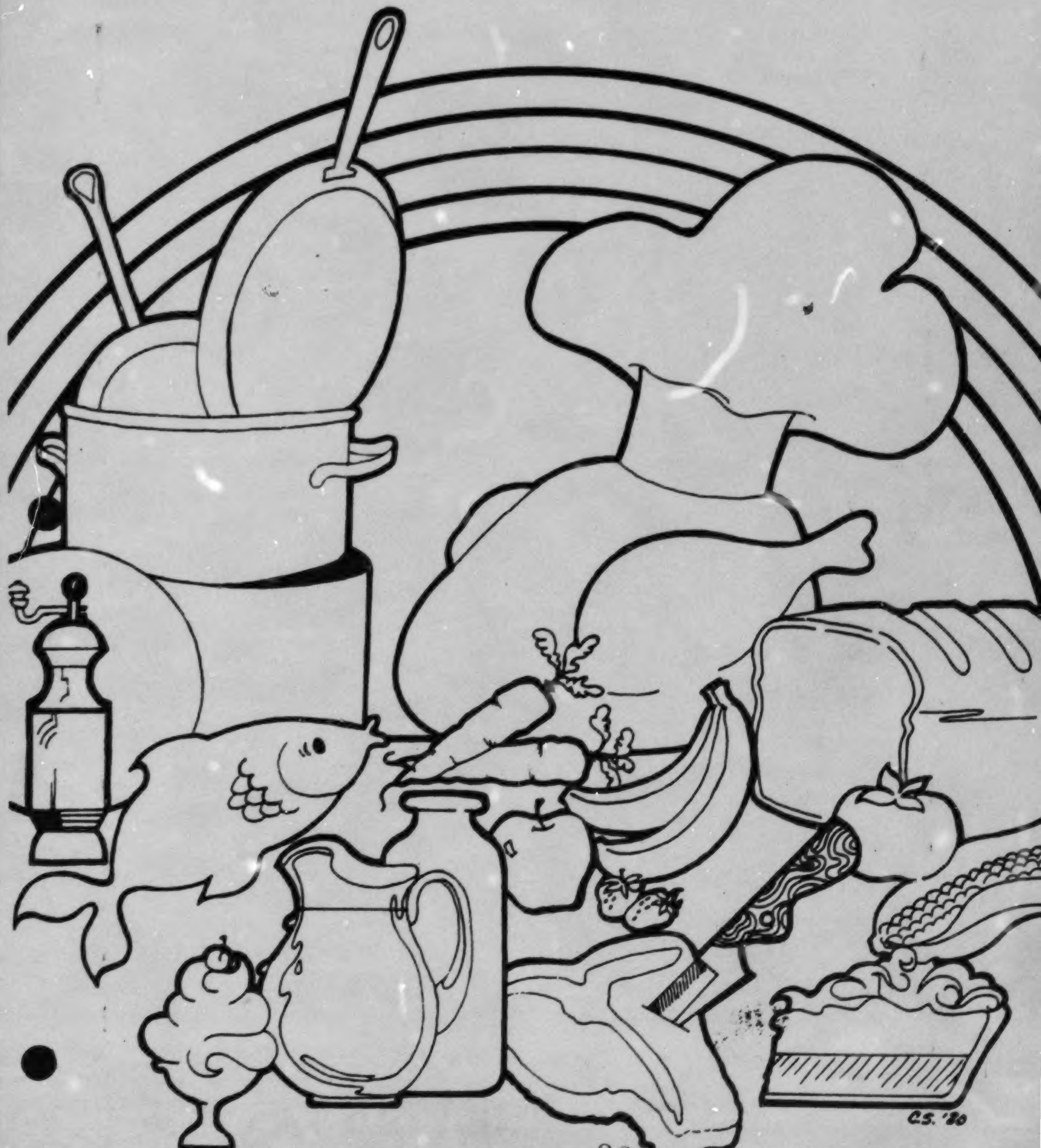
18. Name and address of physician ....
19. If hospitalized, name and address of hospital ....
....

Date of report .... Prepared by ....
Official position ....

(12) T.18

Food Service Worker

MODULE 13: FOOD HANDLING



FOOD HANDLING

Competence Area: D. Sanitation

Competency Statement: 1.00 Identify Food Handling Techniques

		Level
Tasks: .01	Identify food preparation techniques which prevent food contamination	Basic
.02	Identify food holding techniques which prevent food contamination	Basic
.03	Identify food storage techniques which prevent food contamination	Basic
.04	Identify food serving techniques which prevent food contamination	Basic
.05	Identify standards of personal hygiene	Basic

Specific Student Performance

Given a list of proper food handling techniques and standards of personal hygiene for food service, the student will correctly demonstrate all sanitation practices required.

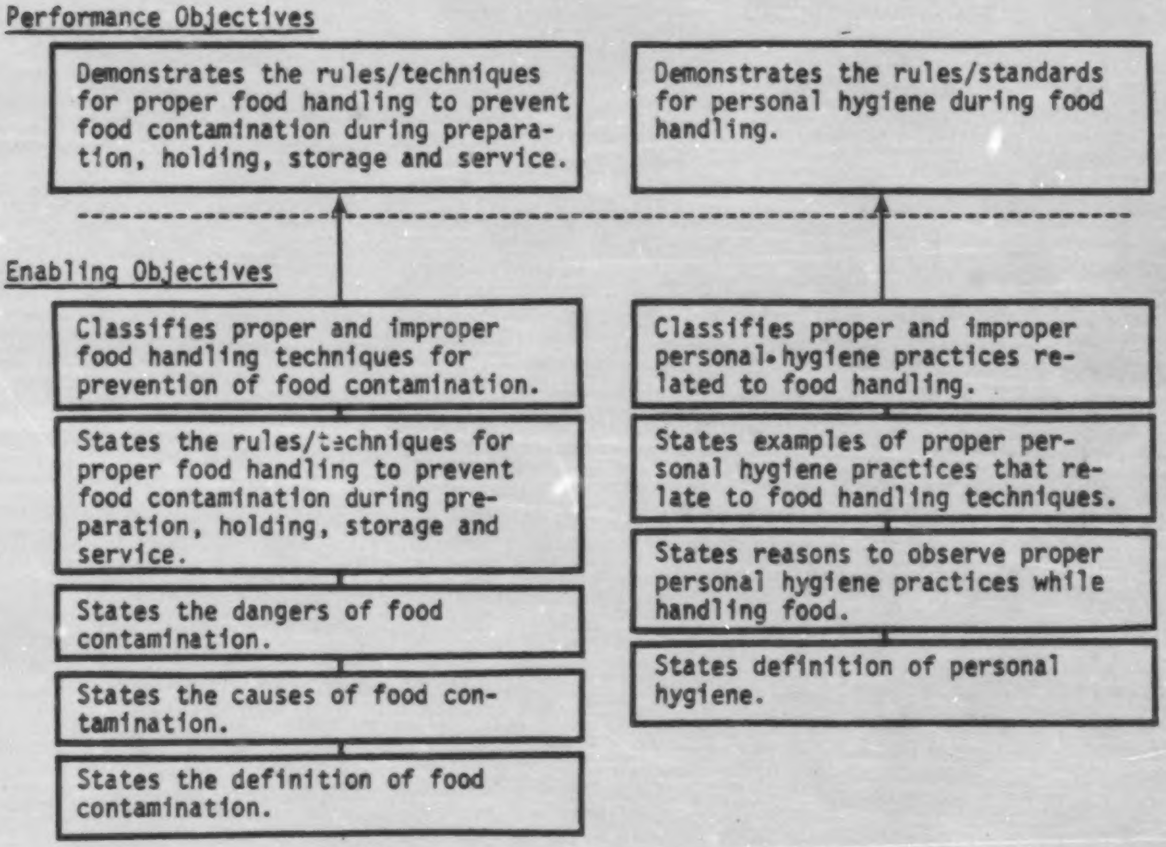
Prerequisites: Modules #1-3

(13) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given a list(s) of proper food handling techniques and standards of personal hygiene for food service, the student will correctly demonstrate those sanitation practices required.



Performance Objectives

Demonstrates the rules/techniques for proper food handling to prevent food contamination during preparation, holding, storage and service.

Demonstrates the rules/standards for personal hygiene during food handling.

Enabling Objectives

Classifies proper and improper food handling techniques for prevention of food contamination.

States the rules/techniques for proper food handling to prevent food contamination during preparation, holding, storage and service.

States the dangers of food contamination.

States the causes of food contamination.

States the definition of food contamination.

Classifies proper and improper personal hygiene practices related to food handling.

States examples of proper personal hygiene practices that relate to food handling techniques.

States reasons to observe proper personal hygiene practices while handling food.

States definition of personal hygiene.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheets #2-5. Consumable.
8. Read and study information sheet #3.
9. Complete worksheet #6. Consumable.
10. Request post-test from instructor - complete. Consumable.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct student to complete pre-test individually use it as a transparency for group discussion of sanitary violations.
2. Go over objectives with group.
3. Discuss vocabulary words and information sheet #1. Have students complete worksheet #1.
4. Divide class into small groups. Assign each group a category of food handling techniques. Have students consult resources or use pages from information sheet #2 to report findings back to the class for further discussion.
5. Direct each group to complete the worksheet corresponding with their category (worksheets #2, 3, 4, or 5).
6. Discuss information sheet #3.
7. Direct students to complete worksheet #6.
8. Direct students to complete post-test. Collect and evaluate.
9. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Food Service Careers, 1979 edition.

b. Exploring Professional Cooking, 1980 edition.
c. Food Safety and Sanitation by Barbara Border, McGraw-Hill Co, 1979 edition.
d. Kitchen Sanitation, Cahner Books.

II. Audio-Visual Aids

a. Filmstrips - Protecting the Public
- Establishment and Equipment Sanitation
- The Unwanted Four
(From NRA)
- Sanitation, Safety and Economy
- Customer Service
- Food Preparation
(From Butterick)
- Food Service Skills and Equipment: Sanitation Sense
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)
- The ABC's of Food Poisoning
- Playing It Safe With Food
- Food Borne Illness: Cause and Prevention
(From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

b. Cassettes - 6 Keys to Sanitary Food Service
(From Restaurant-Hotel Learning Aids, 5050 Excelsior Blvd., Minneapolis, MN 55416)

III. Activities

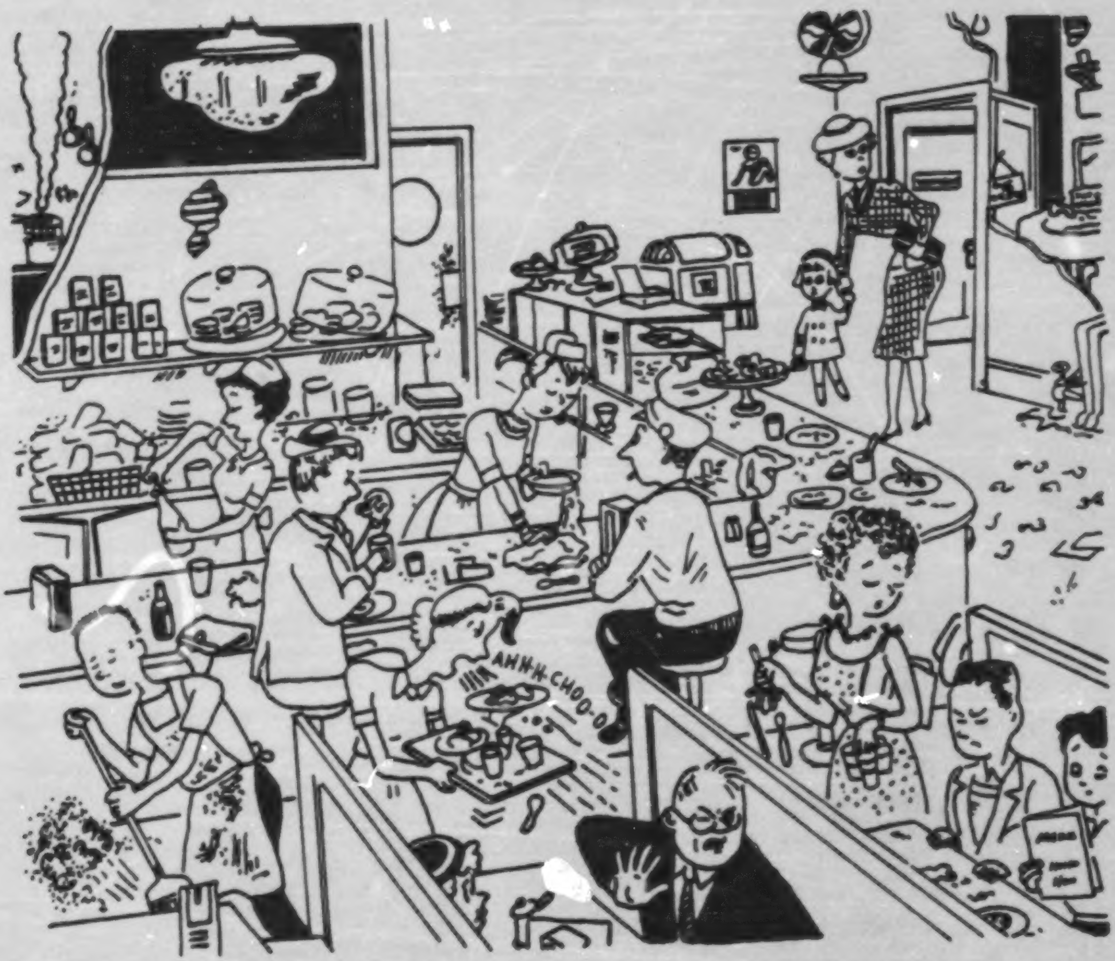
1. Use final checkout evaluation as a continual or periodic evaluation for student progress in sanitation competence.
2. Make posters depicting sanitation practices. Display in the department (can be competitive).
3. Have Health Department visit your department to inspect and rate your food lab(s). Discuss findings. Have students suggest solutions for any cause(s) of low ratings.
4. Let class examine specimens of bacteria, viruses, molds and yeast under the microscope. After observation, discuss how the growth of these can be eliminated.
5. Have students research and report on kinds of food poisoning and food infection.

CONSUMABLE

PRE-TEST*

Food Handling

Directions: Circle the food handling, sanitation violations in the following illustration.



*From Food Service Production and Service.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheets #2-5.
6. Read and study information sheet #3.
7. Complete worksheet #6.
8. Request post-test from instructor - complete.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Bacteria - Single cell organisms visible only with the aid of a microscope; microorganisms.

2. Botulism - A type of food intoxication (poisoning) caused by bacteria developed in spoiling foods and eaten by man; often fatal.

3. Carrier - A person showing no outward signs of illness but carrying organisms inside the body which can cause illness.

4. Contaminated Food - Containing harmful microorganisms or bacteria which can cause illness/disease.

5. Cross Contamination - Making clean, wholesome food impure with illness-producing bacteria from raw food, soiled clothing or hands, etc.

6. Food-borne Illness - Sickness caused by eating spoiled food/food containing harmful bacteria. (food infection).

VOCABULARY (Continued)

7. Food Poisoning - Illness caused by eating food containing bacteria which produce substances harmful/fatal to man. (food intoxication).

8. Gastrointestinal - Having to do with the stomach and intestines.

9. Microorganism - Very small plants or animals (usually single cell) which can be seen only with the aid of a microscope; bacteria.

10. National Sanitation Foundation - A non-profit, non-commercial organization that seeks and provides answers to problems involving cleanliness in food service.

11. Pathogenic Bacteria - Microorganisms capable of causing illness.

12. Personal Hygiene - Practices which help develop and maintain adequate health and cleanliness (of a person's body).

13. Salmonella - Bacteria causing a type of food infection.

14. Staphylococcus - A type of bacteria that may cause food-borne illness.

15. Toxin - Poison produced by microorganisms/bacteria.

#1 INFORMATION SHEET

Have you ever had an upset stomach or stomach cramps? You may have thought you had the flu. It is also quite possible that you had food poisoning or food-borne illness. Food contaminated with harmful bacteria does not always have an odor or "off" flavor. Thus, many people are unaware of the real cause of their illness.

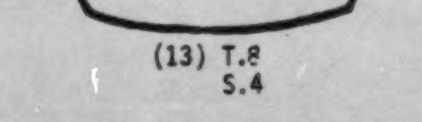
Food-borne illnesses are caused either by certain bacteria in the food or harmful toxins (poisons) the bacteria produce. Bacteria can be helpful or harmful. Helpful bacteria are used in making cheese, buttermilk, yogurt, antibiotic medicines, and vaccines. Harmful bacteria, however, cause illness, infection, and often death (if not treated).

Bacteria need certain conditions to exist and grow:

1. food
2. moisture
3. warm temperatures
4. darkness
5. oxygen

Spotting the "bad guys" in the microorganism world is not an easy job. Microorganisms cannot be seen without a microscope. They usually strike before anyone knows they are present, and they are difficult to identify, even after they attack their victims. Clues to the presence of these intruders must be identified before they cause problems.

Identifying situations, when bacteria and other microorganisms can be dangerous, is a major role of the food team. This team of "food detectives" includes the food service employee(s) and employer/manager, the health inspector, and even the customer. The most important member of the team, however, is the food service worker . This person is in constant, direct contact with the food; and therefore, may discover potentially dangerous microorganisms before they strike. The food service worker must be both alert and cautious to detect clues of possible food infection or contamination.



(13) T.8
S.4

INFORMATION SHEET #1 (Continued)

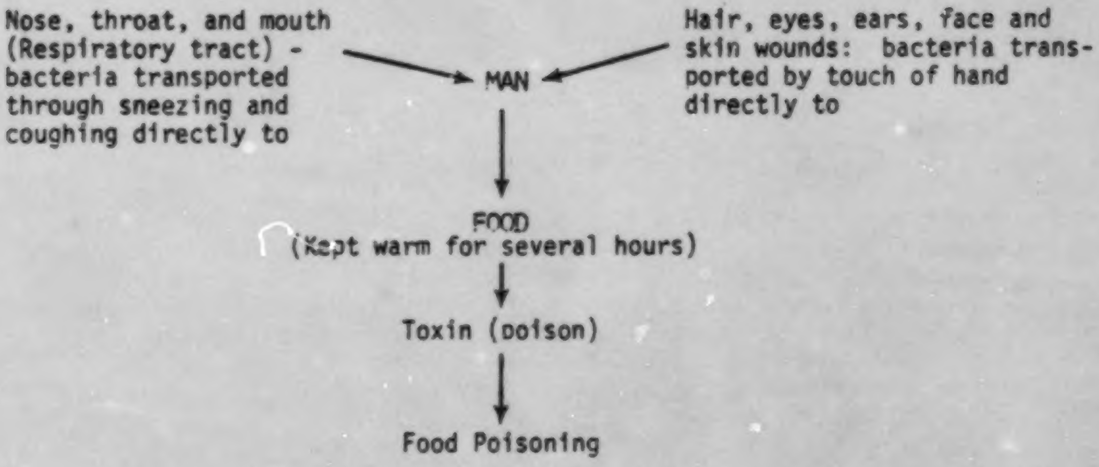
Bacteria cannot move from place to place on their own power; they need some method of transportation. The most common carriers of bacteria are (1) man, (2) insects, (3) equipment/utensils, and (4) rodents or rats. Once carried to a food item, the bacteria may then find their way into the body of a consumer/customer.

The most common bacteria to "invade" a food service operation are: staphylococcus, salmonella, and botulinum.

Staphylococcus-Food Poisoning

This type of FOOD POISONING occurs very frequently in food service. The victim of this poisoning becomes ill soon after eating the contaminated food. He becomes nauseous (vomits) and has violent intestinal cramps and diarrhea.

The major source of staphylococci bacteria, capable of causing food poisoning, is the human body. The following diagram shows the sources and routes of staphylococci:


Nose, throat, and mouth (Respiratory tract) - bacteria transported through sneezing and coughing directly to
MAN
Hair, eyes, ears, face and skin wounds: bacteria transported by touch of hand directly to
FOOD
(Kept warm for several hours)
Toxin (poison)
Food Poisoning

In this instance, bacteria gets into food when the food service worker does not exercise proper sanitation techniques. For example:

1. When he coughs and sneezes over/near food or into his hands/handkerchief.
2. When he picks his nose, scratches his face or touches pimples/skin wounds WITHOUT washing his hands afterwards.

Foods most frequently involved in FOOD POISONING are:

1. Protein foods. (Meat, milk, poultry, eggs, fish)
2. Foods that are handled a lot, as in grinding, slicing, deboning, shaping, etc.
3. Foods that remain for hours in the temperature range where bacterial growth is possible. DANGER ZONE (45-140°F)!

Principles of Control

1. Persons suffering from respiratory illnesses or having infected skin wounds should not handle food.
2. Food handlers should practice proper personal hygiene.
3. Food handlers should have sanitary work habits.
4. Whenever possible, food should be prepared with utensils/equipment rather than hands.
5. At all times, food preparation equipment and utensils must be properly cleaned and/or sanitized.
6. Food should not be held at DANGER ZONE temperatures for longer than 1-2 hours.

NOTE! Kitchen dust may also carry bacteria which can cause food poisoning. So keep preparation areas dust-free.

Salmonella - Food Infection

This type of FOOD INFECTION is also very common in food service. However, the salmonella bacteria do not release toxins into the food in which they live and grow. Instead, when a person eats food containing salmonellae, the bacteria cause an infection in the gastrointestinal tract of the victim. Salmonella infection causes violent upsets similar to those caused by staphylococcus. However, symptoms appear later than those in staph-food poisoning. The symptoms are nausea, vomiting, diarrhea, abdominal cramps and general body weakness.

Even after recovery, the intestinal tract of humans may continue to carry salmonella bacteria for varying lengths of time. Therefore, these persons are carriers. When an ill person or carrier handles food, the salmonellae present may first contaminate his hands which in turn contaminate the food.

Large number of salmonella bacteria may be found in raw, contaminated foods such as protein meats, poultry, and eggs.

Principles of Control

1. Persons suffering and/or recovering from salmonella infections, or who are carriers, must not handle food.
2. All food handlers must thoroughly wash their hands after visiting the restroom.
3. Food handlers must wash their hands after working with raw meats and poultry and before touching other foods, particularly cooked items.
4. Food handlers should use separate work surfaces for raw and cooked meats to avoid cross contamination.
5. Rodents (rats) and insects must be kept under strict control.
6. All equipment and utensils should be well-cleaned and in proper repair at all times.
7. Strict time-temperature control must be practiced in the preparation, holding and cooling of meat and gravy. Meat and gravy must be kept hot (140°F or higher) or cold (45°F or lower) and cooling of hot food should proceed rapidly.

Botulism - A Food Intoxication

Botulism is a FOOD-BORNE ILLNESS caused by a powerful toxin from the bacteria, clostridium botulinum. This toxin attacts the nervous system and the victim usually dies because he cannot breathe properly. The bacteria producing the toxin grow well in a sealed can or jar. Therefore, proper temperatures and processing techniques are required to make food safe.

DANGER SIGNS in cans are bulging sides or ends; broken seals; rusting; leakage; contents bubbly, spurting out on opening the can; "off" color; and "off" odor. The poison is considered harmless after boiling the food for 15 minutes.

Principles of Control

1. Use only commercially canned food in quantity food service.
2. Refuse donations of home-canned food; they may not have been processed correctly.
3. Purchase canned food from a reliable vendor and store cans in a cool, dry place; use them within a year.

WORKSHEET #1

I. Fill in the blank with the correct vocabulary words.

1. ______________________ are single cell organisms.

2. ______________________ illness is caused by bacteria in food or harmful toxins that bacteria produce.

3. ______________________ food contains harmful microorganisms which can cause illness.

II. List 5 things that bacteria need to exist and grow:

1.
2.
3.
4.
5.

III. Name the members of the "food team."

IV. List 3 kinds of bacterial food-borne illness and their symptoms.

1.

2.

3.

WORKSHEET

V. List 5 principles of control for prevention of food contamination.

1.

2.

3.

4.

5.

(13) T.12
S.8

#2 INFORMATION SHEET

Much of our knowledge concerning bacterial food-borne illnesses indicate that our problems arise from mishandling of food - (1) incorrect food preparation, (2) improper holding, (3) improper storage and/or (4) incorrect serving techniques. Here are some basic rules which can be used as guidelines in the handling of food to prevent food contamination:

Food Preparation

1. Preparation procedures should allow time for foods to thaw in the refrigerator rather than at room temperature.

   Example: Before the cooking stage, poultry and meats should be thawed in the refrigerator until totally defrosted.

2. Foods being prepared should be kept out of DANGER ZONE temperatures as much as possible.

   Example: Ingredients to be combined (such as eggs, milk products, and meats) should be kept cold until just before use in preparation. After preparation, foods should be either cooked or refrigerated again immediately.

3. Procedures established for food preparation should include standards of cleanliness.

   Example: Certain foods should be washed before use. Employees are expected to be neat and clean. Preparation areas must be regularly cleaned.

4. Meats should be cooked to inside temperatures necessary to control growth of microorganisms.

   Example: Pork is cooked to 165^{O}F (74^{O}C) and other meats or main dishes to 140^{O}F (60^{O}C).

5. Milk and egg products must be cooked thoroughly.

   Example: Cream fillings are cooked to 165^{O}F (74^{O}C) and meringue to 425^{O}F (218^{O}C).

6. Do not dip fingers into foods for tasting. Use a clean spoon; and when it is used once, wash it before using again.

7. Inspect perishable (easy to spoil) foods before using.

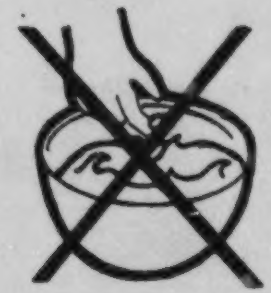
INFORMATION SHEET #2 (Continued)

8. Use a spoon to recover anything which has fallen into a food.

9. Avoid setting dirty cartons or boxes on food preparation surfaces.

10. Do not use equipment or utensils/tools which have fallen on the floor (without washing them).

11. Use clean plastic gloves when mixing or serving food.



Food Holding

1. Procedures must be established to prevent bacterial growth in foods being held for service.

   - Hot foods - should be held at temperatures higher than 140°F (60°C), 145°- 155°F.
   - Cold foods - should be kept below 40°F (7°C), 35°-40°F.

2. Cooked foods must be moved quickly into cold storage. Foods should not be allowed to cool at room temperature before being placed under refrigeration.

3. Special attention should be given to holding of foods in which bacteria multiply most rapidly.

   Examples: Custards, milk, cream, ice cream, seafoods, meats, eggs, meat products, shellfish, salads, mayonnaise, salad dressings, poultry, stuffings, bread puddings, cream pies, eclairs, and filled pastry.

4. By placing food in the refrigerator, the food service worker does not eliminate the danger of contamination and growth of microorganisms. The refrigeration unit must be capable of quickly bringing the temperature of the food, in the particular quantity and form, to an acceptable level.

   Example: A food service worker who places 20 gallons of chicken in cream sauce in a refrigerator or freezer. This procedure would require 24 hours to reduce the temperature of the entire batch to less than 40°F and accomplish very little.

(13) T.14
S.10

INFORMATION SHEET #2 (Continued)

Food Storage

1. Separate food into cold (wet) and dry storage.

2. Cold storage areas must be kept at a constant low temperature to prevent the growth of microorganisms.

   - Freezers should be kept at 0°F (-18°C)
   - Refrigerators should be kept at 40°F (4°C) or below.

3. Refrigerators and freezers should never have more than ¼ inch of frost. More than this amount would not allow for adequate cooling.

4. Canned foods must be kept in an area where they are not exposed to high temperatures that can cause bacterial growth in the container.

5. Dry storage areas should be kept free from pests, moisture, and cluttered traffic pathways. This may be accomplished through:

   a. Pest control continued on a regular basis,
   b. Food stored at least one foot off the floor away from any possible collection of moisture, AND
   c. Location of storage area away from kitchen movements or business.

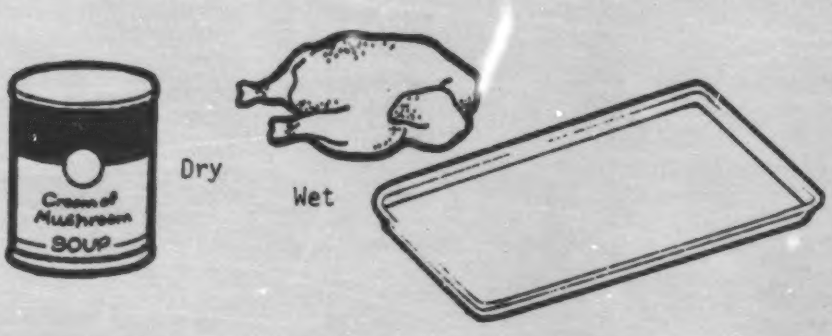
6. The cold and dry storage areas should be cleaned on a regular basis to prevent microorganism development.

7. Plan production for fewer leftovers and discard questionable leftovers.

8. Spread out cooked foods in shallow pans for rapid cooling. Refrigerate promptly.

9. Use leftovers the next day or freeze for later use.

10. Keep refrigerators for milk, meat and perishables (easy to spoil foods) at 40°F or below.



(13) T.15
S.11

INFORMATION SHEET #2 (Continued)

Serving Foods

1. Hands should be thoroughly washed before food is handled.

2. NEVER lick fingers or thumbs when preparing and serving foods.

3. Avoid putting fingers in hair because they can become contaminated.

4. Always wear a hairnet or cap when working in the food serving area, to keep hair from getting into food.

5. Do not chew gum near the food preparation and serving area.

6. Do not touch the "eating end" of forks, knives and spoons used in preparing foods, serving patient trays or setting tables for dining room service.

7. Handle bowls, glassware and cups properly.

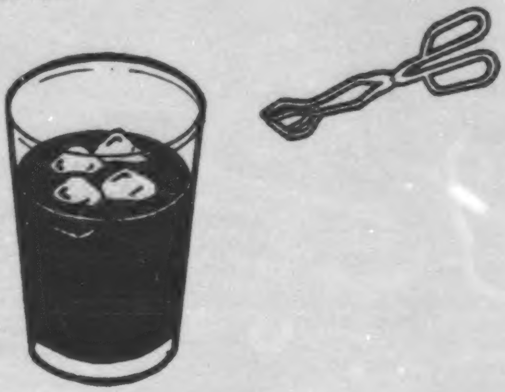
    a. do not touch rims of glassware and cups.
    b. do not put fingers inside mixing bowls, plates and saucers.

8. Use tongs for:

    a. placing ice in glasses or pitchers.
    b. serving pastry, rolls, doughnuts or butter

9. Serve hot foods hot, and cold foods cold.

10. Do not wear nail polish.



CONSUMABLE

WORKSHEET #2*

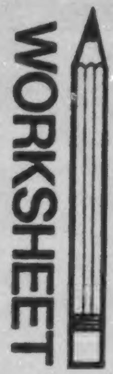
Directions: Read the statements below carefully. Identify the improper food preparation/handling technique and explain the proper practice needed. Write your answers in the space provided.

1. The manager told an employee to taste the clam chowder. The employee tasted the clam chowder with the same spoon that was used to stir it.

2. Henry's job was to mix the 50 pounds of ground beef for the meat loaf. Since Henry was a little behind schedule, he decided to use his hands to save time.

3. Beth had a terrible cold and was coughing and sneezing while cutting the roast beef for sandwiches.

4. The food service class was going to prepare turkey the next day in class, so the instructor took the bird out the night before and left it on the work table/counter to be sure it would thaw out.



5. Jim went to the storeroom to get some green beans. He noticed a can that looked pretty old, because it was leaking and rusted on top. He decided he'd better use it up before it made a bigger mess.

6. Pete has a nasty cut on his hand, but told his boss he'd cover it with a bandage before he began serving potatoe chips in the cafeteria line.

7. The spaghetti sauce was cooked and ready for tomorrow's lunch. The students decide to let it cool down before putting it in the refrigerator to save energy.

*From Minnesota Food Serivce Materials

(13) T.17
S.13

CONSUMABLE

WORKSHEET #3

Directions: Identify the correct temperature range for holding these hot and cold food items. Place the correct letter in the blank provided.

Food Items

_____ 1. Roast beef

_____ 2. Milk

_____ 3. Egg salad

_____ 4. Slaw

_____ 5. Fried chicken

_____ 6. Sliced tomatoes

_____ 7. Pinto beans

_____ 8. Vegetable soup

_____ 9. Fruit salad

_____10. Tuna fish salad

Temperature

A. 145°- 155°F (or above)

B. 35° - 40°F (or below)

(13) T.18
S.14

WORKSHEET #4

Directions: Match the following foods with their corrct storage area.
Write your answer in the space provided.
NOTE! Each storage area may be used more than once.

Food

_____ 1. Cheese
_____ 2. French fries
_____ 3. Salad dressing
_____ 4. Egg salad
_____ 5. Fish fillet
_____ 6. Lettuce
_____ 7. Mayonnaise
_____ 8. Spices
_____ 9. Flour
_____10. Tartar sauce
_____11. Bananas
_____12. Leftover roast beef
_____13. Fruit juice
_____14. Milk
_____15. Coffee

Storage

A. Refrigerator (wet)
B. Storeroom (dry)
C. Freezer (wet)

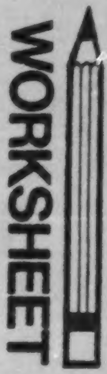
WORKSHEET

WORKSHEET #5*

Directions: Read the following case study carefully. Circle the improper food serving techniques Sarah uses. Then make a list of the proper sanitation practices Sarah should use. Write your answer in the space provided.

A table of four has arrived in Sarah's station. Since this was her first table, she wanted to be sure she did everything correct. The first thing she was supposed to do was bring out water. Grabbing the glasses, she scooped the crushed ice into the glasses with her hand, filled them with water and served them to her customers holding them by the rim.

After taking the order, Sarah had to bring out the salads. As she was reaching into the refrigerator to get the salads, she broke off one of her brightly polished fingernails; however, she didn't have time to file it down, so she chewed it off the best she could. Now, she was late getting out the salads. Keeping her cool, she served the salads with no problem, but one of her customers dropped their salad fork on the floor. So, because she was already late, she wiped it off on her uniform and handed the fork to the customer, holding it by the tines so the customer could grab the handle and proceed to eat.



Now it was time to bring out the main course. As Sarah was bringing out the main course, she had to sneeze, but it came suddenly and sprayed all over the food. Also, she had some hair that would not stay out of her eyes, but by pushing it back one more time, that was taken care of. Now one of her customers needed some butter so she handed him three pats upon his request.

Finally, she could relax until they finished eating.

*From Minnesota Food Service Materials

(13) T.20
S.16

CONSUMABLE

WORKSHEET #6*

Directions: Read the following case study carefully. Identify standards of personal hygiene Sam should have observed. Write your answer in the space provided.

It was almost time for Sam to go to work at the local food service establishment down the street. He didn't realize how late it was, so he didn't have time to shower. As he was getting ready, he realized he was out of deodorant so he used an extra spray of cologne to cover the odor.

Now he was ready for his uniform, when he realized the only uniform he had was the one with catsup spots on the front, but he didn't have time to waste so he wore it anyway.

He finally arrived at work only to realize he forgot his comb and found his shoes were all scuffed.

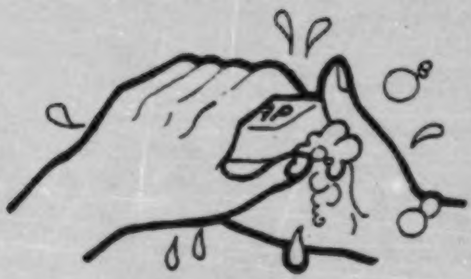
WORKSHEET

*From Minnesota Food Service Materials

(13) T.21
S.17

#3

INFORMATION SHEET



Washing hands thoroughly is only one of many personal hygiene habits every food service worker needs to develop. Keeping oneself clean is necessary to prevent food contamination in any area of foods operation. It is the responsibility of employees to follow proper personal hygiene practices daily.

Here are some personal sanitary standards or rules to follow:

I. Health -

   a. Do not come to work sick (sore throat, cold) or with infected, open sores or skin wounds.
   b. Have regular medical and dental check-ups, especially after recovery from illness (before returning to work).

II. Cleanliness and appearance -

   a. Wash hands frequently, especially after visiting restroom, touching face or hair, covering a cough or sneeze, or touching "dirty" objects.
   b. Keep body and clothes clean and neat. Follow a daily routine for grooming and dressing. Do not smoke, chew gum, or wear jewelry while working.

(13) T.22
S.18

POST-TEST

Food Handling

Directions: Read the statements below carefully. Place a "+" in the blank if the statement is true; "o" if the statement is false.

_____ 1. Hands that appear visibly clean may still be contaminated.
_____ 2. Poisons or toxins may still be present in food even after bacteria have been killed.
_____ 3. Personal hygiene is an important part of proper sanitation techniques.
_____ 4. Hands provide one of the most common methods for the transfer of bacteria from one place to another.
_____ 5. The danger zone of bacteria growth is low temperatures.
_____ 6. Another name for food poisoning is food-borne disease.
_____ 7. Occasional cleaning of equipment/utensils helps keep them free from contamination.
_____ 8. A tasting spoon should be used only once and then washed.
_____ 9. Bacteria needs food, warmth, and dry air to grow.
_____10. Helpful bacteria are used in making cheese, yogurt, and antibiotic medicines.
_____11. The same towel may be used for wiping dishes and hands.
_____12. Jewelry can be worn with a uniform.
_____13. Use leftovers the next day or freeze for later use.
_____14. Avoid touching food and serving utensils with fingers.
_____15. Cold foods should be held at temperatures higher than 45^{o}F.
_____16. Hot foods should be held below 140^{o}F.
_____17. Cooked foods should be allowed to cool at room temperature before being placed under refrigeration.
_____18. Cold food and dry food should be stored separately.
_____19. Staphylococcus germs can be carried by healthy persons.
_____20. The most important member of the team of "food team" is the food service worker.

FINAL CHECKOUT PERFORMANCE EVALUATION

Food Handling

Directions: Place a check in the column which best describes student performance. All applicable items must receive rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Identify sources and routes of bacterial contamination in food service.			
2. Identify symptoms of food-borne illness.			
3. Classify proper and improper food handling techniques.			
4. Demonstrate the rule for sanitary food handling in the lab/classroom situation during food:			
a. preparation			
b. holding			
c. storage			
d. service			
5. Classify proper and improper personal hygiene practices related to food handling.			
6. Demonstrate the rules/standards for proper personal hygiene during food handling.			

NOTE! This checklist may be used frequently to evaluate student progress in sanitation competence.

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

See next page

WORKSHEET #1

I. (1) Bacteria, (2) Food-borne, (3) Contaminated

II. (1) Food, (2) Moisture, (3) Warm temperature, (4) Darkness, (5) Oxygen

III. food service worker, health inspector, foods operation manager, customer

IV. (1) Botulism - cannot breathe properly
(2) Staphyloccus - nausea, vomiting, diarrhea
(3) Salmonella - same as #2

V. (1) Persons suffering from respiratory illnesses should not handle food.
(2) Keep equipment/utensils clean/sanitary at all times.
(3) Do not keep food at DANGER ZONE temperatures more than 1-2 hours.
(4) All food handlers thoroughly wash hands after visiting restroom.
(5) Food handlers should have separate work areas for raw and cooked meats or wash hands thoroughly before handling cooked foods.

(Other answers possible, see information sheet #1)

WORKSHEET #2

(1) use separate tasting spoon.
(2) use mixing utensil, not hands.
(3) cover coughs and sneezes with tissue.
(4) thaw any type of food items in refrigerator.
(5) never use a can that has leaked or is rusted.
(6) should use plastic glove or should not handle food with cut on hand.
(7) refrigerate items immediately after cooking.

WORKSHEET #3

(1) A, (2) B, (3) B, (4) B, (5) A, (6) B, (7) A, (8) A, (9) B, (10) B

WORKSHEET #4

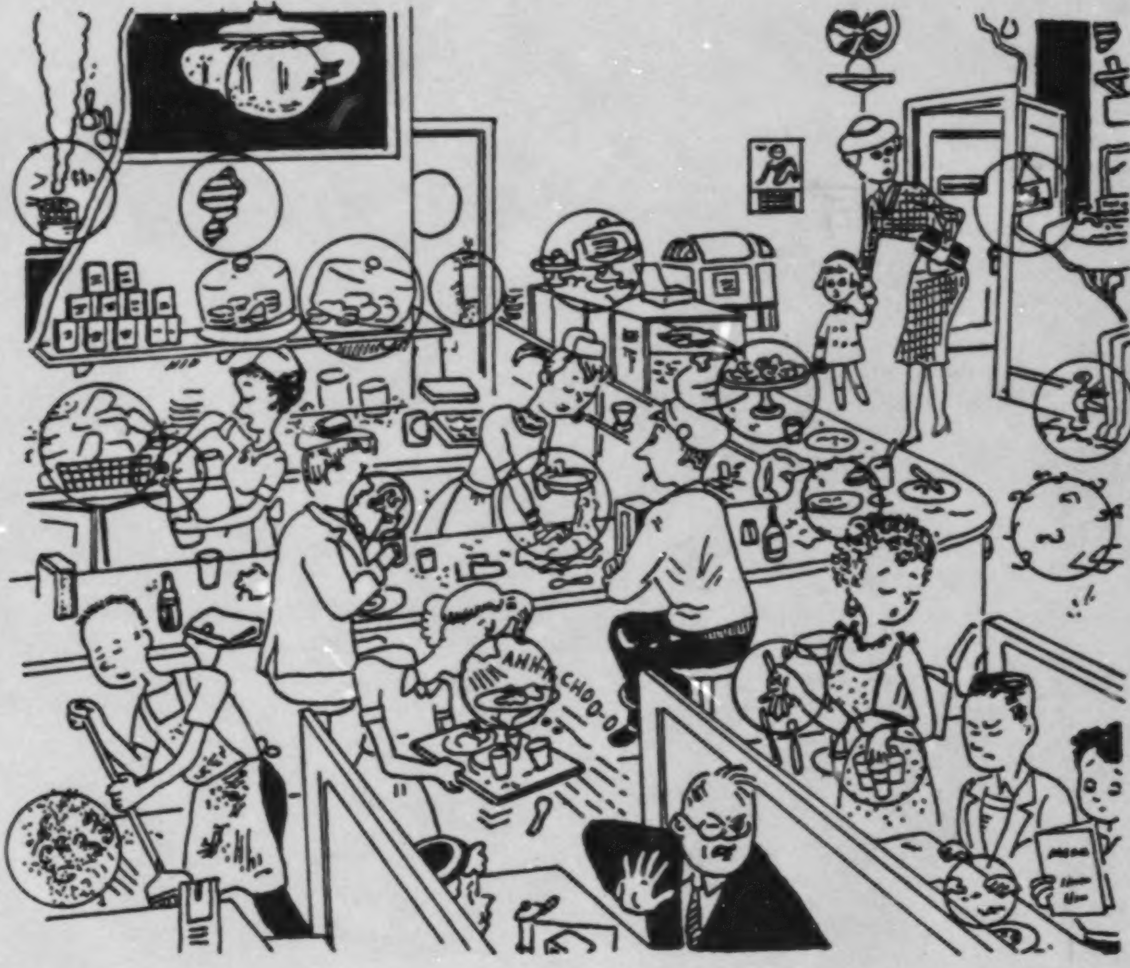
(1) A, (2) C, (3) A, (4) A, (5) C, (6) A, (7) A, (8) B, (9) B, (10) A, (11) B, (12) A, (13) B, (14) A, (15) B

KEY

PRE-TEST*

Food Handling

Directions: Circle the food handling, sanitation violations in the following illustration.



*From Food Service Production and Service.

WORKSHEET #5

Proper sanitation practices:

1. Handle ice with tongs or spoon.
2. Handle glasses in the middle.
3. Do not wear nail polish.
4. Fingernails should be neatly trimmed.
5. Keep hands off of face and hair.
6. If anything falls on the floor, do not pick it up and use it.
7. Handle flatware by handles.
8. Cover coughs and sneezes with a tissue.
9. Hair should be restrained by net, band or cap.
10. Handle butter with fork or tongs.

WORKSHEET #6

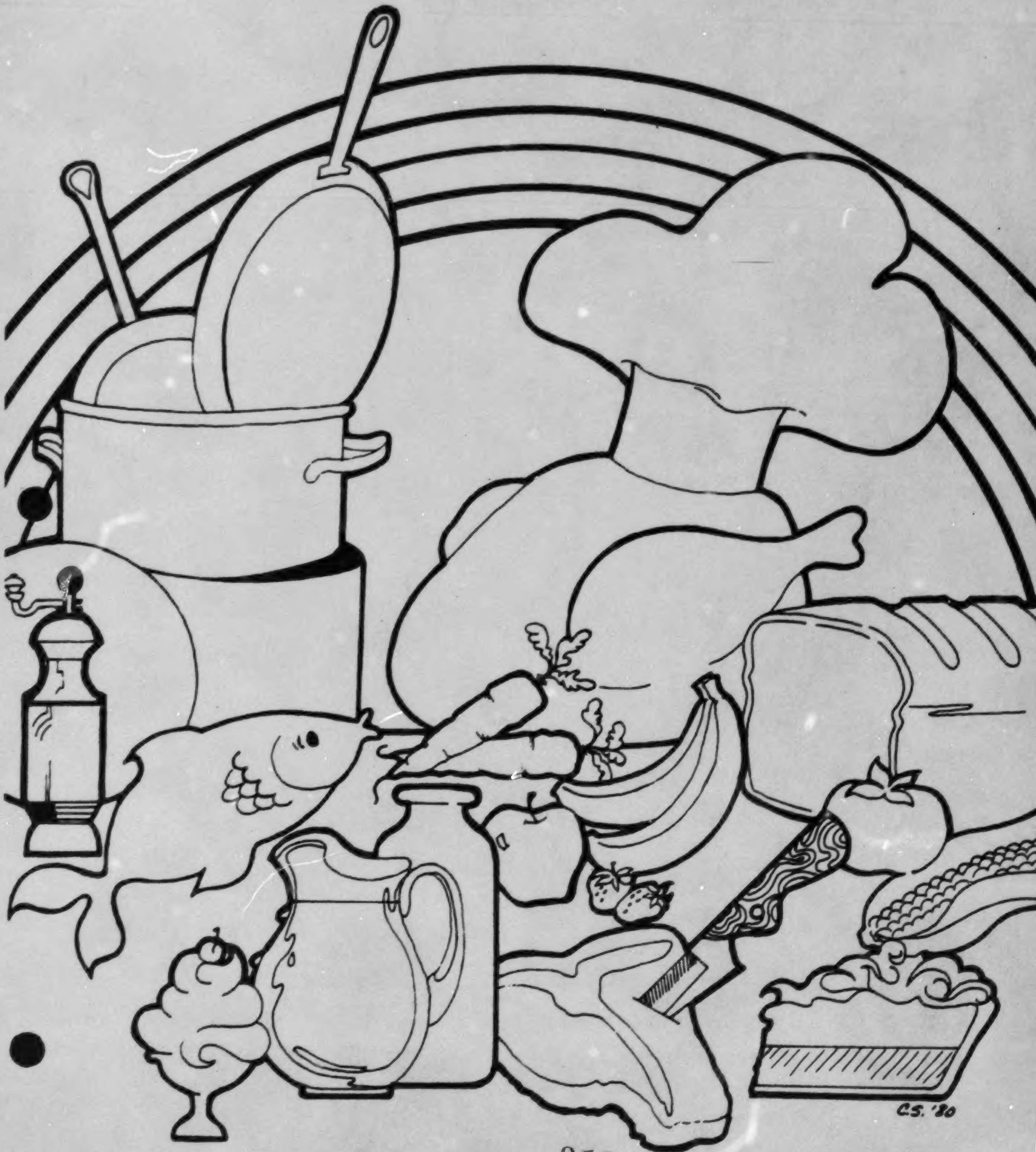
1. Bathe daily
2. Use deodorant
3. Don't use too much or too strong perfume
4. Have a clean uniform
5. Comb hair
6. Polish shoes

POST-TEST

(1) +, (2) +, (3) +, (4) +, (5) o, (6) +, (7) o, (8) +, (9) o, (10) +, (11) o, (12) o, (13) +, (14) +, (15) o, (16) o, (17) o, (18) +, (19) +, (20) +

Food Service Worker

MODULE 14: CLEANING & SANITATION



CLEANING & SANITATION

Competence Area: D. Sanitation

Competency Statement: 2.00 Clean and Sanitize Work and Storage Areas, Small Food Preparation and Serving Equipment

			Level
Tasks:	.01	Clean and sanitize kitchen work counters	Basic
	.02	Clean and sanitize dry food storage cabinets	Basic
	.03	Clean and sanitize refrigerated and freezer storage	Basic
	.04	Clean and sanitize food display cases	Basic
	.05	Clean and sanitize service area side stations	Basic
	.06	Clean and sanitize walls in work stations	Basic
	.07	Clean and sanitize conveyor and/or tray service area	Basic
	.08	Clean and sanitize food holding and serving equipment	Basic
	.09	Clean and sanitize transport equipment	Basic
	.10	Clean and sanitize hoods and vents	Basic
	.11	Clean and sanitize glassware, dinnerware, flatware	Basic
	.12	Clean and sanitize condiments dispensers	Basic
	.13	Clean and sanitize preparation, cooking and baking utensils	Basic
	.14	Clean and sanitize ice machine	Basic
	.15	Clean and sanitize can opener	Basic

Specific Student Performance

Given necessary equipment and supplies, the student will correctly demonstrate proper cleaning and sanitization procedures for three work and storage areas, small food preparation and serving equipment.

Prerequisites: Modules #1-8, 10-13

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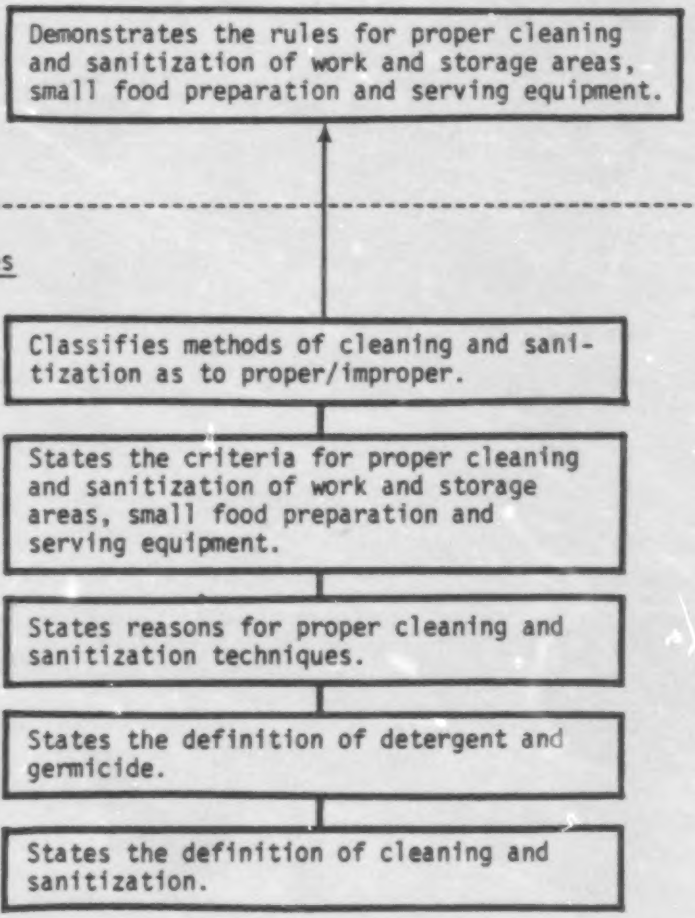
LEARNING HIERARCHY

Specific Student Performance

Given necessary equipment and supplies, the student will correctly demonstrate proper cleaning and sanitization procedures for three work and storage areas or small preparation/serving equipment.

Performance Objective



Demonstrates the rules for proper cleaning and sanitization of work and storage areas, small food preparation and serving equipment.

Enabling Objectives

Classifies methods of cleaning and sanitization as to proper/improper.

States the criteria for proper cleaning and sanitization of work and storage areas, small food preparation and serving equipment.

States reasons for proper cleaning and sanitization techniques.

States the definition of detergent and germicide.

States the definition of cleaning and sanitization.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheeet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Complete activities #1-3.
9. Request post-test from instructor - complete. Consumable.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concept, direct students to complete pre-test, optional. The group will answer the questions orally.
2. Go over objectives with group.
3. Discuss vocabulary words and information sheet #1.
4. Divide class into pairs. Assign each group to clean and sanitize one piece of equipment, using the correct procedure discussed in information sheet #2. Evaluate each group's performance using the final checkout performance evaluation.
5. Direct students to complete post-test. Collect and evaluate.

***NOTE: After work is evaluated, further learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

- a. Food Safety And Sanitation, by Barbara Border, McGraw-hill Co., 1979 edition.
- b. Sanitary Techniques In Food Service, by Karla Longree and Gertrude G. Blaker, John Wiley & Sons, Inc., 1971 edition.
- c. Being A Food Service Worker, 1967 edition.
- d. Kitchen Sanitation, Cahners Books.

II. Audio-Visual Aids

- a. Filmstrips - Protecting The Public
  - The Unwanted Four

- Establishment and Equipment Sanitation
- Care and Handling of Dishes
- Machine Dishwashing
  (From NRA)
- Playing It Safe With Food
  (From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)
- Food Service Skills and Equipment: Sanitation Sense
  (From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)

b. Cassettes - 6 Keys to Sanitary Food Service
(From Restaurant-Hotel Learning Aids, 5050 Excelsior Blvd., Minneapolis, MN 55416)

III. Activities

1. Have students make a list of equipment in each of these categories: (a) preparation equipment, (b) storage equipment (c) holding equipment and (d) serving equipment. After equipment has been categorized, make a cleaning manual that explains how to clean and sanitize each category of equipment.
2. Have students make a cleaning schedule (daily and weekly) for classroom, work and storage areas and equipment.
3. Have students identify the types of cleaning supplies found in their department and categorize them according to detergents and sanitizers.
4. Make posters illustrating the correct steps involved in hand washing equipment.

PRE-TEST

Cleaning and Sanitation

I. Read and answer the questions below in the space provided.

1. What is the definition of cleaning and sanitizing?

2. How does each of these processes remove germs?

3. What is the main objective of the cleaning and sanitization operation in an eating establishment?

II. Circle the correct answer or answers to the following question.

Proper cleaning and sanitization procedures for areas and equipment are necessary to:

a. reduce health hazards
b. reduce hardness of water
c. control odors
d. prevent food spoilage
e. promote personal hygiene practices
f. remove soil from surfaces
g. lower the level of bacteria present
h. promote proper safety practices

III. Complete each of the statements below by drawing a line through the incorrect answer and circling the correct answer:

1. (Hand dishwashing/machine dishwashing) is used for the proper cleaning of dining utensils used for eating and drinking.

2. (Rinsing/prewashing) is the process for preparing dishes, utensils, pots, pans, etc., for cleaning and sanitizing.

3. (Detergents/germicides) are agents for killing microorganisms.

4. (Cleaning/sanitizing) is the process for removing soil, dirt, food particles, or other matter from equipment and utensils.

5. (Acid/alkaline) is a type of detergent used to remove food, grease and soil from equipment and utensils.

PRE-TEST (Continued)

IV. In the blanks provided, write the letter which indicates how often each of the following pieces of equipment or utensils should be cleaned and sanitized. Use the following letters:

A - after each use
D - daily
W - weekly
S - special, or as needed

_____ 1. kitchen work counters

_____ 2. dry food storage cabinets

_____ 3. reach-in refrigerator or freezer

_____ 4. walls in work stations

_____ 5. steam table

_____ 6. food cart

_____ 7. glassware, dinnerware, flatware

_____ 8. preparation and cooking utensils

_____ 9. ice machine

_____10. can opener

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Complete activities #1-3.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Abrasive - A material or substance used for scrubbing; roughens the surface of things.

2. Acid - A type of detergent used to remove lime deposits that build-up on equipment.

3. Alkaline - A type of detergent used to remove most food, grease, and soil.

4. Cleaning - The removing of soil, dirt, food particles, or other matter from equipment.

5. Concentrated - Strong-acting.

6. Corrosion Resistance - Ability to withstand rusting or crumbling.

7. Detergents-Cleaning agents used to remove soil from a surface.

8. Diluted - Dissolved (in weak solution).

VOCABULARY (Continued)

9. Germicides - Sanitizing agents used to kill microorganisms.

10. Hand Dishwashing - Process by which preparation utensils/tools are cleaned and sanitized.

11. Hard Water - Water containing mineral salts; level of hardness varies.

12. Machine Dishwashing - Process by which service utensils/tools are cleaned and sanitized.

13. Pre-wash - Process of preparing dishes, utensils (tools), pots, etc. for cleaning and sanitizing.

14. Rinse - Process of removing wash water from dishes, etc. to prepare them for sanitizing.

15. Sanitization - Process reducing the bacterial count to a safe level by use of heat or chemicals.

16. Soft Water - Water free from mineral salts; level of softness varies.

17. Wash - Process of removing food from soiled dishes, etc. by using hot, soapy water.

#1 INFORMATION SHEET

The primary objective of the cleaning/sanitization operation in a public eating establishment is bacterial control. This is necessary to (1) prevent food spoilage, (2) reduce health hazards and (3) control odors. All work and storage areas and food preparation/serving equipment may become contaminated with bacteria that can cause illness or disease. These unsanitary conditions pose a potential public health hazard.

There are two processes involved in the proper cleansing of all areas and equipment in a foods operation. They are (1) soil removal or cleaning and (2) sanitization. Soil removal simply means removing any dirt, food particles, or other matter from the equipment. Sanitization is a process whereby the removal of most microorganisms is accomplished through heat or chemical action. These two steps are very important in preparation, storage, holding, and service if sanitary food is to reach the customer, resident, or patient.

SOIL REMOVAL (Cleaning)

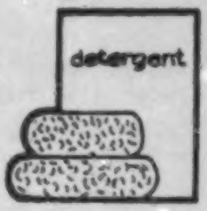
Cleaning involves removing the soil, but sanitizing involves reducing the bacterial count to a safe level.

The basic cleaning agent is water. The use of cleaning compounds and scrubbing (by hand or machine) help water do a more adequate job. Cleaning is a practical application of chemistry. Successful cleaning involves the use of proper amounts of detergent in clean water at the proper temperatures (110°F to 120°F for handwashing and 130°F to 140°F for machine washing).

The purpose of detergent is to loosen the soil. Friction or scrubbing must then by used to remove it. Friction is accomplished by cleaning tools (brushes and elbow grease) or cutting action of water sprays. Then the soil must be rinsed off or it will dry back into the equipment surface.

Types of Soil Removal Agents (Detergents)

1. Alkaline - type of detergents that are best used for removing food, grease and soil. This type is used in most dishwashing machines.
2. Acid - type of detergents that are used to remove lime deposits that build-up on equipment and to remove discoloration ("off" color).
3. Neutral - (neither acid nor alkaline) detergents that are used for cleaning many floors.
4. Combinations are detergents that also contain a compound for sanitizing.



Removing food particles and other matter from preparation/serving equipment is only the first step in the cleaning procedure. There are no shortcuts to keeping the equipment clean and free of germs.

Before cleaning a specific type of equipment, utensils, or surface consideration must be given to the following factors:

1. The nature of the water being used. The water should be properly conditioned to make the detergent more effective and eliminate deposits of any minerals present in the water.
2. The type of soil to be removed. Soil may be grease, protein, mineral, or carbon. Therefore, different types of cleaning compounds or different water temperatures may be required.
3. The corrosion resistance of the material being cleaned. This will determine the type and amount of friction (scrubbing) that can be applied.
4. The type of cleaner being employed. Plain soap may leave a greasy film because of poor rinsing qualities. An abrasive may roughen the surface and increase the development of future soil resistance.
5. The condition of the soil. Soil may be fresh, soft, dried on, or baked on. Temperature plays an important role here because soil that dries on at a low temperature is usually easy to remove, while baked-on soil creates a highly specialized cleaning problem.

SANITIZATION

Equipment should be sanitized only after it has been thoroughly cleaned. All soil should be removed first. The purpose of sanitization is to prevent microorganisms from coming in contact with food being prepared.

Sanitization can be accomplished by: (1) heat or (2) chemical action.

Heat

Equipment that can be placed in a sink may be sanitized by using hot water. The water must reach a temperature of 170°F (77°C) for not less than 30 to 45 seconds. However, not all equipment may be taken apart or placed in the sink. If this is the case, another method of sanitizing must be used.

Chemicals

When a piece of equipment cannot be taken apart and placed in a sink for washing and heat sanitizing, chemicals may be used.

Several factors should be considered when chemicals are involved. These include (1) hardness of the water in which chemicals will be diluted (2) alkaline content of the water being used, (3) type of metal the equipment is made from, and (4) amount of contact with foods and employees' hands.

The types of chemicals used for sanitization include: iodine and chlorine, quats compounds and germicides. Let's take a look at some of these in relationship to the factors listed above:

1. Iodine and chlorine
    a. both are not affected by hard water, but are less effective in water that is too alkaline (detergent water).
    b. iodine is not harmful to the skin, but can leave a reddish color after contact.
    c. chlorine, in large amounts, can be harmful to the skin and even the eyes (making it a less useful sanitizing agent for preparation equipment).
2. Quats Compounds
    a. are effective with alkaline or acid solutions, but not in very hard water.
    b. do not attact metals.
    c. are not harmful to hands.
    d. have a less desirable odor.
    e. may be less effective than other agents in controlling bacteria.

3. Germicides (sanitizers)

   a. can be used for cleaning anything that can be washed with water, especially tables and counters.
   b. avoid contact with food.

Chemical compounds usually come to a food operation in concentrated form. This means they must be diluted before use. Therefore, you must read directions to learn how much of the chemical is needed for the job to be done.

Because the flow of customers is somewhat continuous in most food service establishments, cleaning and sanitization must also be an ongoing process. If left until late in the day, food particles will be more difficult to remove from both small equipment and work and storage areas. Therefore, the more clean-up done as you go, the easier it will be to complete all cleaning/sanitizing procedures required.

WORKSHEET #1

I. Match the terms on the left with their correct definition on the right. Write your answer in the blank provided.

_____ 1. Acid
_____ 2. Alkaline
_____ 3. Detergent
_____ 4. Germicide
_____ 5. Sanitizer
_____ 6. Cleaning
_____ 7. Sanitization

A. A compound which removes soil.
B. A type of detergent used to remove food, grease, and soil.
C. A type of detergent used to remove lime deposits which build up on equipment.
D. A chemical agent which kills or deactivates bacteria.
E. Another term for germicide.
F. The process for reducing bacterial count by heat of chemical agents.
G. The process for removing soil, dirt, food particles, or other matter from surfaces.

II. Circle the correct answer or answers to the following question:

Proper cleaning/sanitization procedures are necessary to:

a. reduce health hazards
b. reduce hardness of water
c. control odors
d. prevent food spoilage
e. promote personal hygiene practices
f. remove soil from surfaces
g. lower level of bacteria present
h. promote proper safety practices
i. all of the above

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#2 INFORMATION SHEET

Here are some guidelines for cleaning work and storage areas, food preparation and serving equipment:

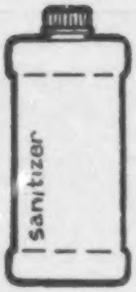
Procedure 1. How to clean and sanitize kitchen work counters

When	How	Use
After each use	1. Wipe with a clean cloth	
	2. Rinse	Clean hot water
	3. Sanitize with chemicals	Chlorine or iodine

Procedure 2. How to clean and sanitize dry food storage cabinets

When	How	Use
Weekly	1. Remove food	Cart
	2. Scrub top and bottom of shelving	Hot water/detergent
	3. Rinse	Clean warm water
	4. Sanitize. Clean cloth wet with chemicals or sanitizer solution	
	5. Allow to air dry	
	6. Replace dry goods	

Procedure 3. How to clean and sanitize refrigerated and freezer storage (reach in)



When	How	Use
Weekly	1. Transfer all items to walk-in or another refrigerator; Turn off power.	Cart
	2. Remove shelves or drawers, take to pot-and-pan sink.	
	3. Scrub both top and bottom of shelves or drawers.	Hot water/detergent solution
	4. Rinse. Clean hot water at 170° F for 1 minute	
	5. Air dry	
	6. Scrub box inside and out giving special attention to: (a) shelf glides and (b) hinge area. Clean surface with hot detergent solution, brush or clean sloth.	
	7. Rinse	Clean hot water, clean cloth
	8. Sanitize, allow to air dry	Cloth saturated with sanitizing solution
	9. Replace shelves or drawers	
	10. Wipe outside of equipment	Clean dry cloth
	11. Polish (if stainless steel)	Stainless steel polish and soft dry cloth
	12. Replace food items as soon as box temperature reaches 40°F	

Procedure 4. How to clean and sanitize food display cases

When	How	Use
Weekly	1. Remove food from cases	Cart
	2. Scrub shelves	Long-handled brush and hot water detergent
	3. Rinse	Clean warm water
	4. Sanitize	Clean cloth saturated with chemical sanitizer solution
	5. Allow to air dry (leave open)	
	6. Replace food	

INFORMATION SHEET #2 (Continued)

Procedure 5. How to clean and sanitize service area side stations

When	How	Use
Daily	*Use same procedure as procedure #4 above	

Procedure 6. How to clean and sanitize walls in work stations

When	How	Use
Needed (Weekly)	1. Wash surfaces with a sponge dipped in cleaning solution. Work from the bottom up to avoid streaking.	Sponge, detergent and warm water solution, buckets
	2. Rinse	Damp sponge and clean warm water
	3. Dry	Soft, dry cloth

*NOTE: Do not use abrasives. Use a mild detergent or cleaner in proper dilution; always rinse after using cleaner to reduce the possibility of damage to paint.

Procedure 7. How to clean and sanitize conveyor and/or tray serving area

When	How	Use
After each use	1. Wash all surfaces with a sponge dipped in cleaning solution. Work from one end of tray line (conveyor belt) to the other.	Sponge, detergent and warm water solution, buckets
	2. Rinse	Damp sponge and clean warm water
	3. Dry	Soft dry cloth

*NOTE! In some institutions, may also use a spray sanitizing cleaner and clean, dry cloth or allow to air dry.

Procedure 8. How to clean and sanitize food holding and serving equipment (steam table)

When	How	Use
After each use	1. Turn off steam	
	2. Drain	
	3. Wash steam-table adapters, surrounding frame, and overhead shelf.	Hot detergent solution and clean dry cloth
	4. Rinse	Clean hot water, clean cloth
	5. Wipe dry and replace adaptors	Clean dry cloth
	6. Wash front and back of steam table, wipe dry	Hot machine detergent solution, clean dry cloth
	7. Polish stainless steel as needed.	Stainless steel polish and soft dry cloth

Procedure 9. How to clean and sanitize transport equipment used for food storage (cart)

When	How	Use
Daily as used	1. Wipe clean any spills scrub top, shelves, frame	Use hot detergent solution, clean cloth
	2. Rinse	Clean warm water
	3. Sanitize top and each shelf	Clean cloth saturated with sanitizing solution
	4. Air dry	
	5. Polish	Clean dry cloth

INFORMATION SHEET #2 (Continued)

Procedure 10. How to clean and sanitize hoods and vents

When	How	Use
Needed (Weekly)	1. Wash the hood, using the procedure described for walls	
	2. Remove grime	Detergent solution
	3. Rinse	
	4. Dry	
	5. Remove vents, bug cups	
	6. Place in 3-compartment sink	Use hot detergent solution and long-handled brush
	7. Scrub	
	8. Rinse	Clean warm water
	9. Sanitize	Warm water and sanitizing solution
	10. Allow each vent to air dry completely	
	11. Replace vents and bug cups	

Procedure 11. How to wash glassware, dinnerware and flatware (dish machine)

When	How	Use
After each use	1. Fill dish machine	Hot water
	2. Turn on steam	
	3. Fill detergent dispenser and rinse, dry dispenser	
	4. Scrape, prerinse, and stack dishes according to size and type	Prerinse unit, garbage disposal
	5. Rack cups and glasses open side down	Cup and glass rack
	6. Separate flatware according to type	
	7. Place flatware into perforated baskets with business side up; soak	Perforated flatware basket
	8. Check temperature on wash-and-rinse tank	Prerinse 120°F, wash 130°F to 140°F. Rinse 170°F to 185°F
	9. Push start button on machine. Automatic wash and rinse	
	10. Place glass racks on conveyor belt	
	11. Place cup racks on conveyor belt	

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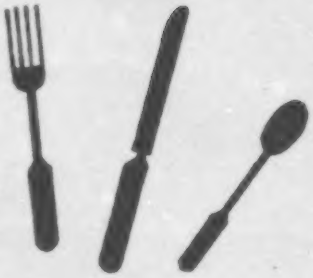
12. Rack dishes on belt according to size and type
13. Place filled flatware baskets in cup rack
(a) Place rack on conveyor belt



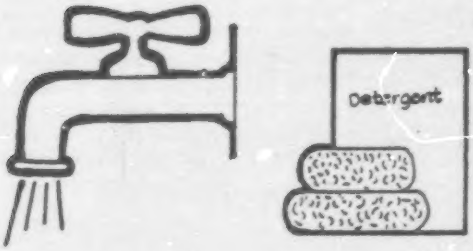
Clean dish station:

14.	Inspect glasses for cleanliness (set aside soiled glassware and return to soiled-dish table	
15.	Remove glass racks from belt	Clean dolly or cart
16.	Inspect cups for cleanliness; remove any soiled cups	
17.	Remove cup rack from belt	Clean dolly or cart
18.	Remove dishes from belt, inspect for cleanliness and stack according to size and type.	Clean dish table or appropriate dish cart
19.	Remove flatware	
(a)	Inspect for cleanliness	
20.	Transfer clean flatware to clean perforated basket, business side down	Perforated flatware basket
21.	Send flatware through dish machine a second time	
22.	Remove flatware basket from belt	Clean dish towel or appropriate flatware cart
23.	Transport dishes, glasses and flatware to point of use	Cart

Procedure 12-13. How to clean and sanitize condiment dispensers, preparation utensils, cooking and baking utensils (by hand)

When	How	Use
After each use	1. Place soiled dispensers and preparation and baking utensils on left hand drainboard. Place small utensils in a pot	
	2. Fill soak sink 3/4 full	Hot water approximately 120°F

3.	Scrape food particles from the utensils	Heavy spatula, garbage disposal
4.	Place dispensers and utensils in soak sink. (again place small utensils in a pot; avoid bending or crushing beaters and wire whips)	
5.	Fill wash sink 3/4 full	Detergent, hot water approximately 120°F.
6.	Measure detergent into wash sink	
7.	Fill rinse sink 3/4 full	Hot running water 170°F or above
8.	Scrub dispenser and utensils in wash sink; transfer to rinse sink	
9.	Transfer from rinse sink, open side up	
(a)	Do not allow pots and pans to nest	
(b)	Place small utensils in a pot to avoid damage and make removal easier	
10.	Allow dispenser and utensils to remain in water for one minute	Hot running water, 170°F
11.	Remove dispensers and utensils, place open side down, and allow to air dry	Clean drainboard
12.	Stack dry dispenser and utensils in appropriate place	
13.	Change soak and wash water as often as necessary.	Follow steps 2 and 5



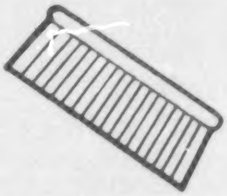
INFORMATION SHEET #2 (Continued)

Procedure 14. How to clean and sanitize ice machine

When	How	Use
Special	*(Follow Manual instructions)	
	1. Turn off power to ice machine	
	2. Allow enough time for ice to melt and drain	
	3. Scrub inside	Hot water detergent solution, sponge
	4. Rinse	Baking soda and water
	5. Air dry	
	6. Polish	Clean, dry cloth
	7. Turn power off	

Procedure 15. How to clean and sanitize can opener

When	How	Use
Daily	1. Remove shank to pot-and-pan sink	
	2. Scrub, give special attention to blade and moving parts	Hot machine detergent solution, gong brush
	3. Rinse	Clean hot water, 170°F for 1 minute
	4. Allow to air dry on clean surface	
	5. Inspect blade and replace when notched/damaged or dull	
	6. Scrub base plate attached to table	Hot detergent solution, brush, clean hot water, cloth
	7. Rinse base plate	
	8. Replace shank	



WORKSHEET #2

Directions: Read the following statements carefully. Place a check beside the proper cleaning and sanitization procedures listed.

_____ 1. Clean and sanitize kitchen work counters after each use.

_____ 2. There is no need to remove or transfer food from storage or refrigerators before cleaning and sanitization, just work around it.

_____ 3. Sanitize dry storage areas with chemicals.

_____ 4. Shelves and drawers need not be removed for proper cleaning and sanitization.

_____ 5. Refrigerators can be dried after proper sanitization.

_____ 6. Long-handled brushes may be used to scrub shelves in display cases or side stations.

_____ 7. Walls can best be cleaned with a spray hose from top to bottom.

_____ 8. Abrasives may also be used to clean and sanitize walls.

_____ 9. Make sure all electrical power is disconnected before beginning cleaning/sanitizing procedures.

_____10. Hoods and vents should be cleaned on a routine basis.

_____11. The dishwasher water temperature is highest during the wash cycle.

_____12. All tableware must be inspected for cleanliness upon leaving the soiled dish area.

_____13. Flatware is sent through the dishwasher only one time.

_____14. The 3-compartment sink must be ½ full to proceed with proper washing/sanitizing procedures.

_____15. Smaller utensils may be placed in a pot for cleaning/sanitizing to avoid damage and safety hazards.

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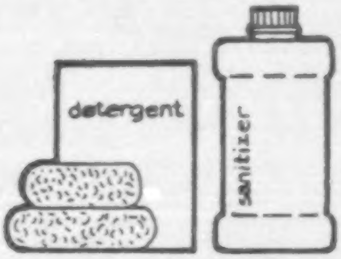
ACTIVITY #1

Directions: Select 3 work and storage areas to clean and sanitize as described in procedures #1-10 in information sheet #2. List on another sheet of paper the step-by-step procedure involved in each. Then perform the tasks for your instructor. Your outline and performance will be evaluated by a checklist.

ACTIVITY #2

Directions: List on another sheet of paper the step-by-step procedure for cleaning and sanitizing glassware, dinnerware and flatware (by dishmachine) as described in procedure #11 in information sheet #2. Then perform the task for your instructor. Your outline and performance will be evaluated by a checklist.



ACTIVITY #3

Directions: List on another sheet of paper the step-by-step procedure for cleaning and sanitizing small food preparation and serving equipment (by hand) as described in procedure #12-13 in information sheet #2. Then perform the task for your instructor. Your outline and performance will be evaluated by a checklist.

(14) T.23
S.18

CONSUMABLE

POST-TEST

Cleaning and Sanitation

I. Match each term on the left with its correct definition on the right. You will use each definition only once, but there are two definitions which will not be used at all.

_____ 1. Acid

_____ 2. Alkaline

_____ 3. Detergent

_____ 4. Germicide

_____ 5. Sanitizer

_____ 6. Cleaning

_____ 7. Sanitization

_____ 8. Abrasive

_____ 9. Hand dishwashing

_____10. Machine dishwashing

A. The process for reducing bacterial count by heat or chemical agents.

B. A compound which removes soil.

C. The process by which service utensils/tools are cleaned and sanitized.

D. A type of detergent used to remove lime deposits that build up on equipment.

E. The process of removing wash water from dishes to prepare them for sanitizing.

F. Another term for germicide.

G. The process by which preparation utensils/tools are cleaned and sanitized.

H. A type of detergent used to remove most food, grease and soil.

I. The process of preparing dishes for cleaning and sanitizing.

J. The process for removing soil, dirt, food particles, or other matter from surfaces.

K. A material or substance used for scrubbing, which roughens the surface of the item.

L. A chemical agent which kills or destroys bacteria.

II. Read the statements below carefully. Circle "T" if the statement is true; circle "F" if it is false.

T F 1. Sanitizing procedures can be completed even if the cleaning process has not taken place.

T F 2. A water temperature of 120°F to 140°F will sanitize equipment.

T F 3. Cleaning supplies should be conveniently stored near the areas where food is stored, prepared, held and served.

POST-TEST (Continued)

T F 4. The preferred method of hand dishwashing involves three steps: washing, rinsing, and sanitizing.

T F 5. All cleaning and sanitization processes in a restaurant should be done late in the business day, so the items will be ready for use the next day.

III. Read and answer the following questions in the space provided.

1. What is the primary objective of the cleaning/sanitization process in food service?

2. List 5 reasons why the cleaning/sanitization process is necessary.

   1.
   2.
   3.
   4.
   5.

3. List 5 factors which must be considered before cleaning a specific type of equipment, utensil or surface; and state a reason why each factor is important.

	Factors		Reasons
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

IV. Classify each of the following as a proper (P) cleaning/sanitizing procedure or an improper (I) one by circling the appropriate letter in the answer column.

P I 1. Clean and sanitize kitchen work counters after each use.

P I 2. There is no need to remove or transfer food from storage or refrigerators before cleaning/sanitizing; just work around it.

P I 3. Sanitize dry storage areas with chemicals.

POST-TEST (Continued)

P I 4. Shelves and drawers need not be removed for proper cleaning/sanitization.

P I 5. Refrigerators can be air dried after proper sanitization.

P I 6. Hoods and vents should be cleaned on a routine basis.

P I 7. All tableware must be inspected for cleanliness upon leaving the soiled dish area.

P I 8. Walls can best be cleaned with a spray hose from top to bottom.

P I 9. Flatware is sent through the dishwasher one time.

P I 10. Smaller utensils may be placed in a pot for cleaning and sanitizing to avoid damage and safety hazards.

V. From the areas and equipment listed below, choose two items and explain the step-by-step procedure for proper cleaning and sanitization. Write your answers in the space provided. If extra space is needed, use the back of this sheet.

Choose any two:
- Kitchen work counter
- Dry food storage
- Refrigerated food storage
- Glassware, dinnerware, flatware (by dishmachine)
- Preparation, cooking and baking utensils (by hand)
- Ice machine
- Can opener

FINAL CHECKOUT PERFORMANCE EVALUATION

Cleaning and Sanitation

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable or further work may need to be planned.

Student Can:	A	N	NA
1. Follow safety procedures.			
2. Follow personal safety habits.			
3. Use proper cleaning and sanitizing equipment and supplies as needed.			
4. Use proper cleaning and sanitizing procedures for:			
a. work and storage areas			
b. glassware, dinnerware and flatware (dishmachine)			
c. small food preparation and serving equipment (manual)			
5. Use proper cleaning and sanitizing solutions for:			
a. work and storage areas			
b. glassware, dinnerware and flatware (dishmachine)			
c. small food preparation and serving equipment (manual)			
6. Use proper temperatures for cleaning and sanitizing:			
a. work and storage areas			
b. glassware, dinnerware and flatware (dishmachine)			
c. small food preparation and serving equipment (manual)			

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) Cleaning - The removing of soil, dirt, food particles, or other matter from equipment.

Sanitizing - The process for reducing the bacterial count to a safe level by use of heat or chemicals.

(2) Clean removes germs by washing away food particles, soil and grime. Sanitization removes all microorganisms by heat or chemicals after the item has been cleaned.

(3) Bacterial control

II. a, c, d, f, g

III. (1) machine dishwashing, (2) prewashing, (3) germicides, (4) cleaning, (5) alkaline

IV. (1) A, (2) W, (3) W, (4) W, (5) A, (6) D, (7) A, (8) A, (9) S, (10) D

WORKSHEET #1

I. (1) C, (2) B, (3) A, (4) D, (5) E, (6) G, (7) F

II. a, c, d, f, g

WORKSHEET #2

1, 3, 5, 6, 9, 10, 12, 15

POST-TEST

I. (1) D, (2) H, (3) B, (4) L, (5) F, (6) J, (7) A, (8) K, (9) G, (10) C

II. (1) F, (2) F, (3) F, (4) T, (5) F

III. (1) Control of bacteria

(2) To reduce health hazards; to control odors; to prevent food spoilage; to remove soil from surfaces; to lower the level of bacteria present

(3) Nature of water - should be conditioned to make detergent more effective and tie up minerals if water is hard

Type of soil to be considered - different "soils" need different cleaning compounds and different temperatures.

WORKSHEET & EVALUATION KEY (Continued)

Corrosion resistance - to determine how much scrubbing can be used.

Type of cleaner used - different detergents have different cleaning qualities.

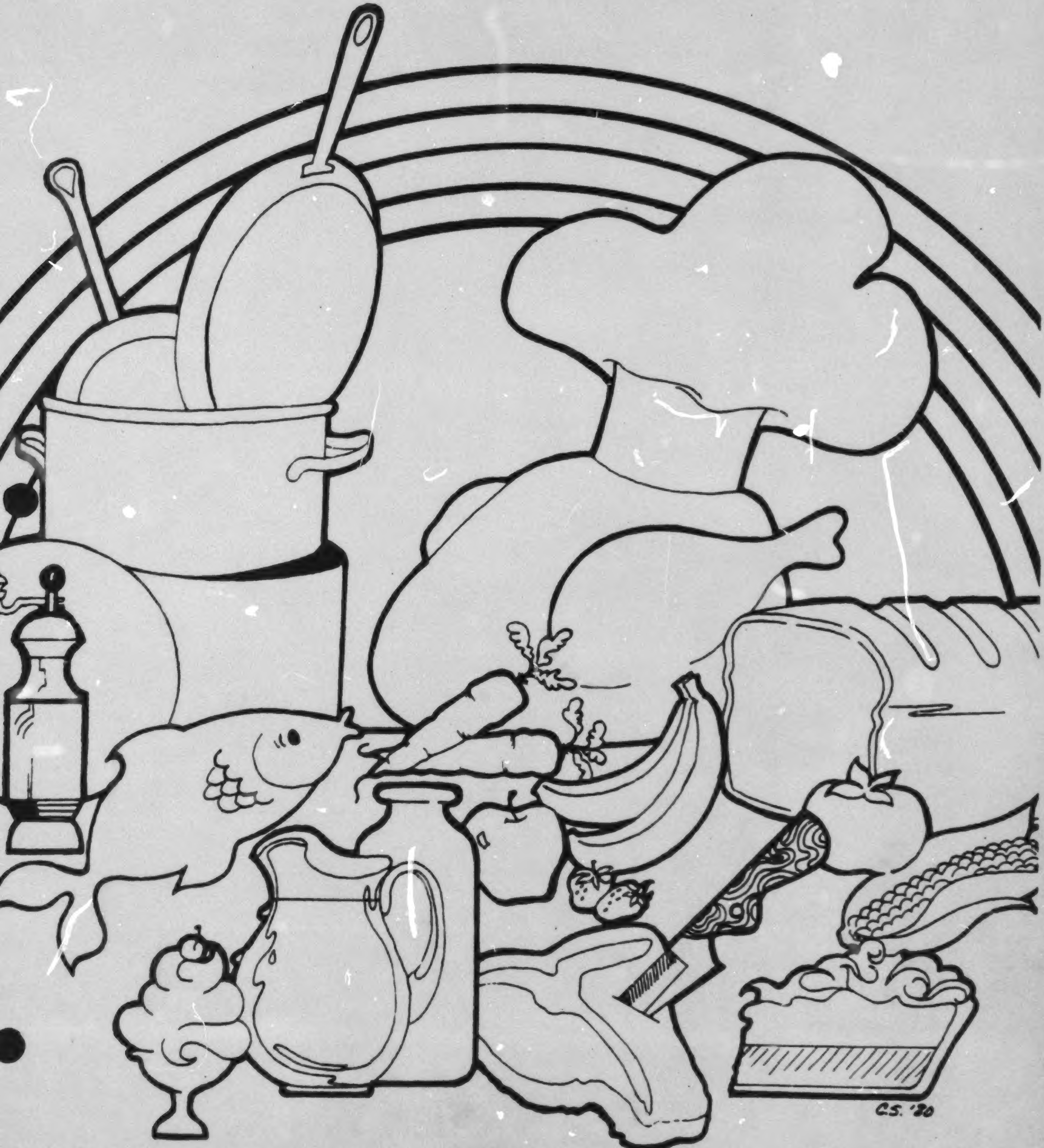
Condition of soil - dried or baked on soil is harder to remove than fresh soil

IV. (1) P, (2) I, (3) P, (4) I, (5) P, (6) P, (7) P, (8) I, (9) I, (10) P

V. Answers will vary, see information sheet #2.

Food Service Worker

MODULE 15: HOUSEKEEPING



HOUSEKEEPING

Competence Area: D. Sanitation

Competency Statement: 3.00 Practice Housekeeping Procedures

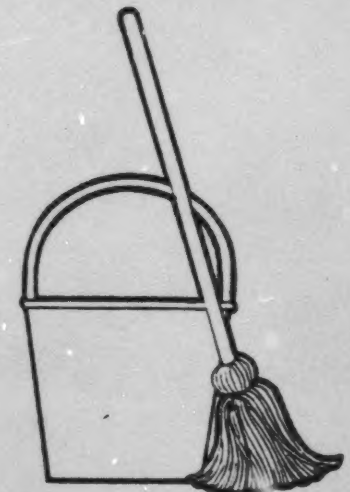
			Level
Tasks:	.01	Clean and sanitize windows	Basic
	.02	Clean and sanitize woodwork	Basic
	.03	Clean and sanitize tables/chairs/booths	Basic
	.04	Clean employee break area	Basic
	.05	Clean and sanitize restrooms	Basic
	.06	Care for floors a. sweep/vacuum floors b. mop floors c. wax floors	Basic
	.07	Pick up trash/debris from grounds	Basic
	.08	Collect trash/garbage from work stations	Basic
	.09	Dispose of trash/garbage in dumpsters, bins or compactors	Basic
	.10	Clean, sanitize and line trash/garbage containers	Basic
	.11	Clean and sanitize dish machine	Basic
	.12	Clean and sanitize 3 compartment sink	Basic
	.13	Remove stains (laundry)	Special

Specific Student Performances

1. Given a list of seven housekeeping tasks, the student will correctly demonstrate all cleaning/sanitation procedures needed.

2. (Optional) Given five samples of stained fabric, the student will correctly demonstrate the stain removal techniques for each stain.

Prerequisites: Modules #1-8, 10-14



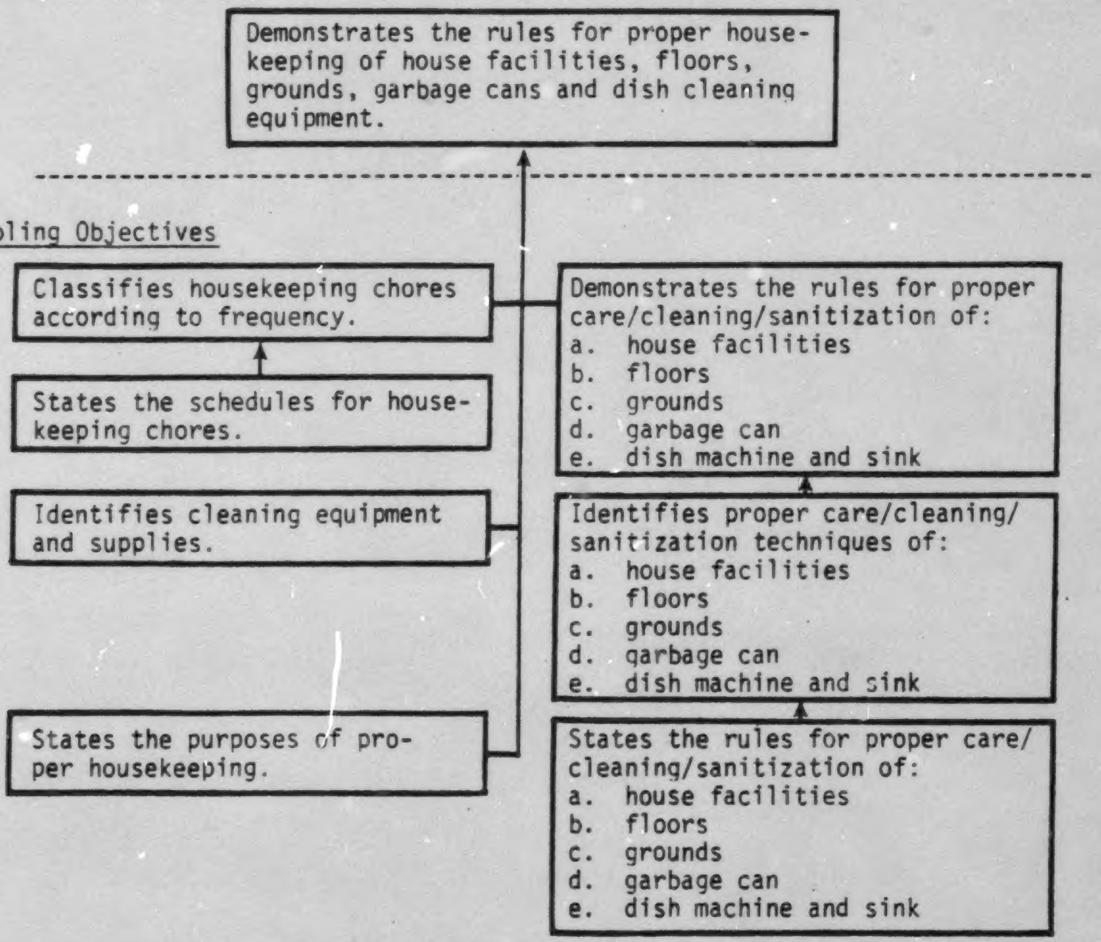
LEARNING HIERARCHY

Specific Student Performance

1. Given a list of seven housekeeping tasks, the student will correctly demonstrate all cleaning/sanitation procedures needed.

2. (Optional) Given five samples of stained fabric, the student will correctly demonstrate the stain removal techniques for each stain.

Performance Objective



Demonstrates the rules for proper housekeeping of house facilities, floors, grounds, garbage cans and dish cleaning equipment.

Enabling Objectives

Classifies housekeeping chores according to frequency.

States the schedules for housekeeping chores.

Identifies cleaning equipment and supplies.

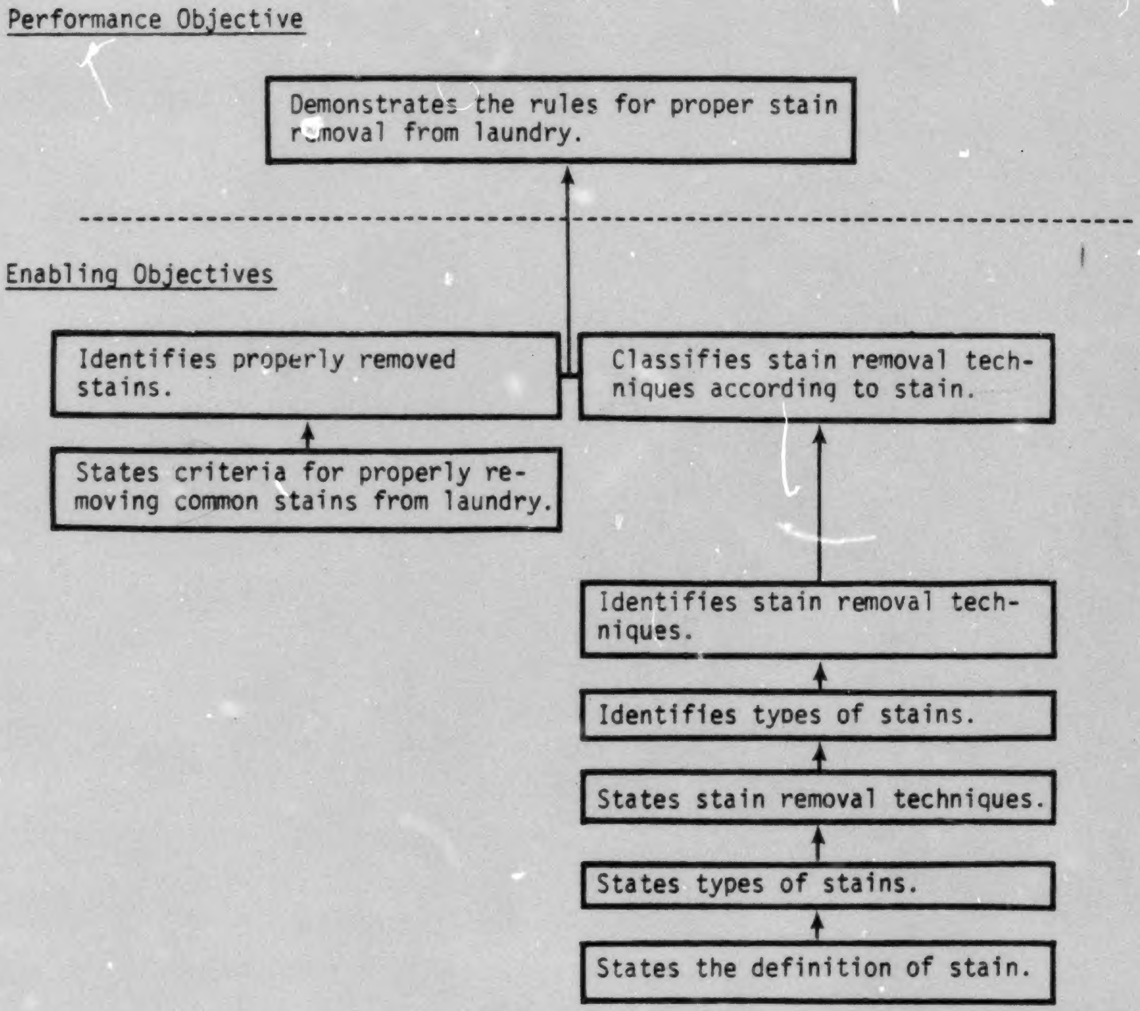
States the purposes of proper housekeeping.

Demonstrates the rules for proper care/cleaning/sanitization of:
a. house facilities
b. floors
c. grounds
d. garbage can
e. dish machine and sink

Identifies proper care/cleaning/sanitization techniques of:
a. house facilities
b. floors
c. grounds
d. garbage can
e. dish machine and sink

States the rules for proper care/cleaning/sanitization of:
a. house facilities
b. floors
c. grounds
d. garbage can
e. dish machine and sink

LEARNING HIERARCHY (Continued)


Performance Objective
Demonstrates the rules for proper stain removal from laundry.
Enabling Objectives
Identifies properly removed stains.
Classifies stain removal techniques according to stain.
States criteria for properly removing common stains from laundry.
Identifies stain removal techniques.
Identifies types of stains.
States stain removal techniques.
States types of stains.
States the definition of stain.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete activity #1.
6. Read and study information sheet #2.
7. Complete activity #2.
8. Read and study information sheet #3.
9. Complete activity #3.
10. Complete worksheet #1. Consumable.
11. Request post-test from instructor - complete. Consumable.
12. Turn completed work in to instructor.
13. Request final checkout performance evaluation from instructor - complete.

*(NOTE: The following section is designed for students that you feel should complete the special task to remove stains.)

14. Read and study information sheet #4.
15. Complete worksheet #2. Consumable.
16. Complete activity #4.
17. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concept, have a five minute buzz session on "What is housekeeping and what are housekeeping tasks?"
2. Go over objectives and vocabulary words with group.
3. Divide class into 4 groups. Assign each group one of the following categories: house facilities, floor care, ground care, or dish cleaning equipment. Give each group the appropriate information sheet. Direct groups to demonstrate to the class their assigned housekeeping task(s). NOTE! May use two groups for house facilities.
4. Direct students to complete worksheet #1.
5. Have students make a "Sample Cleaning Schedule" for department use.
6. Direct each student to complete post-test. Collect and evaluate.
7. Direct each student, when ready, to request final checkout performance evaluation.
8. Discuss stain removal and chart from information sheet #4.
9. Divide class into small groups to practice removal of selected stain-causing agents, optional. Evaluate.
10. Direct students to complete worksheet #2.
11. Direct students, when ready, to request final checkout performance evaluation, optional.

PROCESS SHEET (Continued)

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Food Safety and Sanitation by Barbara Border, McGraw-Hill Co. 1979 edition.
b. Sanitary Techniques in Food Service by Karla Longree and Gertrude G. Blaker, John Wiley & Sons, Inc., 1971 edition.

II. Audio-Visual Aids

a. Films - Dishroom Maintenance and Cleaning
  - Sanitation: Rodent and Insect Control
  (From NRA, 1530 N. Lakeshore Drive, Chicago, IL)
b. Filmstrips - Food Service Skills and Equipment: Sanitation Sense
  (From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)
c. Packaged Kit - Hospital Food Service Series - "Sanitation"
  (From Trainex Corporation, P.O. Box 116, Garden Grove, CA 92642)

III. Activities

1. Make a handbook containing housekeeping procedures. Give each student a copy and leave a copy to be used in the department.
2. Take a field trip to a local food establishment. Assign each student an area in the establishment to observe. Later, have students report, to the class, housekeeping procedure that were being carried out.
3. Have students identify the types of cleaners and sanitizers that are used in each housekeeping area; label cleaners according to the area, and place them in the proper place(s).
4. Make a stain removal chart and list the steps for removing the following stains: ink, catsup, cocoa, coffee or tea, grease, chewing gum, lipstick, gravy.
5. Stain fabric samples with various stains. Label the fabric. Ask students to remove the stain, using proper techniques. (refer to chart if necessary).

PRE-TEST

Practice Housekeeping Procedures

I. Place the letter of the term in the blank beside the definition.

Definitions

_____ 1. A substance used in grinding; polishing.
_____ 2. Broken scattered remains; rubbish.
_____ 3. Any unclean matter, such as mud, trash, filth, etc.
_____ 4. The use of proper sanitary procedures to keep the food service facility and equipment clean and safe from rodents and bacteria.
_____ 5. The process by which the food service facility is kept in safe and sanitary condition.
_____ 6. "Matter out of place."
_____ 7. To pick up litter/garbage with a broom or vacuum.
_____ 8. To rub or cover with floor polish.
_____ 9. The process by which products and trash are removed from the food service facility.
_____10. A list of tasks that are performed daily, weekly or monthly.
_____11. The removal of soil.
_____12. Soils that can be dissolved in water sugar, jelly, salt.
_____13. Reducing the bacterial count to a safe level.
_____14. Soils that will not dissolve in water - grease, oil, dust.
_____15. Rubbing in circular motions with a wet mop.

Terms

A. debris
B. dirt
C. sweeping
D. soil
E. mopping
F. waste disposal
G. waxing
H. housekeeping
I. maintenance
J. cleaning
K. sanitizing
L. abrasive
M. water soluble soil
N. cleaning schedule
O. water insoluble soil

II. Read each statement below carefully. If it is correct, write "T" in the blank provided; if incorrect, write "F".

_____ 1. Customer relationships can be effected by poor cleaning practices.
_____ 2. Dust is cleaned by using water.
_____ 3. If a surface is cleaned, it is also sanitized.
_____ 4. Assign cleaning chores as time is available.
_____ 5. Clean walls from bottom to top.
_____ 6. Clean washrooms weekly.
_____ 7. Flood cement floors with water to clean.
_____ 8. It is not necessary to sweep before waxing a floor.
_____ 9. Cleaning equipment effects how long it lasts.
_____10. Mop from front to back of room.

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel that you are able to perform these without working through the module, arrange for the evaluations with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete activity #1.
4. Read and study information sheet #2.
5. Complete activity #2.
6. Read and study information sheet #3.
7. Complete activity #3.
8. Complete worksheet #1.
9. Request post-test from instructor - complete.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

(*NOTE: Ask your instructor if you should complete the special task section to remove stains.)

12. Read and study information sheet #4.
13. Complete worksheet #2.
14. Complete activity #4.
15. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Abrasive - A substance used for scouring, scrubbing, polishing.

2. Accessories - Something added or attached.

3. Chamois - A soft pliable cloth made from animal skins (leather).

4. Debris - Broken, scattered remains; rubbish.

5. Dirt - An unclean matter, such as mud, trash, filth, etc.

6. Disinfectant - A sanitizer; germicide.

VOCABULARY(Continued)

7. Gong Brush - A type of brush used to clean and sanitize equipment; may have short or long handle.

8. Grease Solvent - Cleaning fluid.

9. Grounds Care - Use of sanitation procedures to keep land and parking lot surrounding an establishment free of garbage/debris.

10. House facilities - Items or areas of a foods operation including windows, woodwork, tables/chairs/booths, etc.

11. Housekeeping - The use of proper sanitary procedures to keep a food service facility and equipment clean and safe from rodents and bacteria/germs.

12. Maintenance - The process by which the food service facility is kept in safe and sanitary condition.

13. Soil - To make dirty; matter out of place.

14. Squeegee - A hard rubber-edged utensil/scrapper used to remove excess water from windows, walls, or floors; comes in different sizes.

15. Stain - To spot the appearance of a fabric by discoloring or soiling.

16. Trash Grasper or Stick - A long-handled utensil with a sharp metal tip in the end, used to pick up garbage from grounds.

17. Waste disposal - The process by which products and trash are removed from a food service facility.

18. Woodwork - Objects or parts of the interior of an establishment made from wood.

#1 INFORMATION SHEET

Maintenance is essential to the successful management of any food service facility. Cleanliness, order and safety aid in making the facility a healthy place in which to work.

If a customer notices dirt and debris in a food service operation, the owner may lose business. If soils remain for a long period of time, they tend to lower the value of any item(s) they contact. Enough dirt on the wall can warrant refinishing that wall; grit can destroy an air-conditioner; airborne chemicals can destroy upholstery (furniture covering).

The purpose of cleaning is to remove soil. Soil is "matter out of place." Soil or dirt can be dust, grime, grease, food particles, and even bacteria.

Types of soil

1. Soils that water will dissolve: These are the water-solubles. Examples are sugar, jelly, fruit juices, and salt.

2. Soils that water will not dissolve: These are the water-insoluble soils and our most common forms of dirt. Examples are grease, oil,dust, food particles, and other solid matter.

What is a clean surface? A surface is basically clean when it is free from soil; it is bacteriologically clean when a majority of bacteria have been removed by sanitization, using hot water or special chemical sanitizers.

The Cleaning Schedule

Some cleaning is a daily routine and should be included in the daily work schedule of the food service worker. Some cleaning is done weekly and should be scheduled on a day when most workers are available or when the work load is lightest.

Following is a list that indicates when specific areas should be cleaned. In some establishments, more frequent cleaning may be necessary. (The following table represents a minimum cleaning schedule!)

(15) T.9
S.4

INFORMATION SHEET #1 (Continued)

Daily	Monthly
1. Floors (in heavy traffic areas) 2. Washbowls in kitchen, washrooms 3. Hood filters (if used daily)	1. Windows (inside) 2. Storerooms
Weekly	Special
1. Floors (when traffic is light) 2. Hood 3. Walk-in refrigerators 4. Garbage rooms 5. Windowsills	1. Windows (outside) 2. Walls (unless soiled frequently) 3. Light fixtures 4. Freezers 5. Venetian blinds (window shades)

How to Write Cleaning Directions

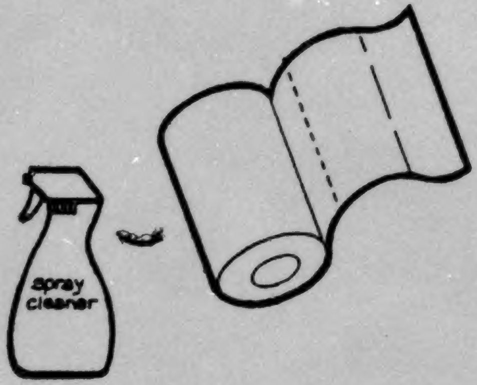
Cleaning procedures must be written out as specific directions. The food service worker should know (1) which cleaning equipment to use and (2) the proper cleaner to use. It is very important that the worker know the importance of using the prescribed cleaner in the correct strength for the job. It is also very important to READ LABELS AND FOLLOW DIRECTIONS AS STATED ON THE CLEANING PRODUCT!

Measuring equipment should be used in preparing solutions exactly as directed. Also, the worker should know how to care for cleaning equipment after use, such as the cleaning and drying of buckets, mops, brushes, sponges, etc. Cleaning equipment and supplies must never be stored with food. A special area/room equipped with water, a sink, and drying racks should be provided where housekeeping equipment can be properly cared for and stored.

WINDOWS

Equipment and supplies needed:

For daily cleaning, vacuum-dusting or cleaning with water and a damp cloth (paper towels) is acceptable.



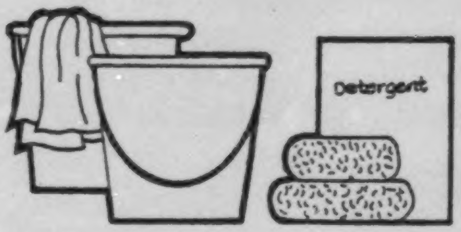
Procedure

1. Use a sponge, chamois, or soft cloth; moisten it with water or cleaning solution; wring dry.
2. Wash the soiled windows using smooth, continuous hand motions.
3. Wipe with a dry, lint-free cloth, a damp sponge, or a squeegee. When using a squeegee, stroke from the top to the bottom and wipe the squeegee after each stroke.

WOODWORK

Equipment and supplies needed:

Two buckets
Sponges, cloth
Warm solution of detergent or mild soap
Warm water for rinsing



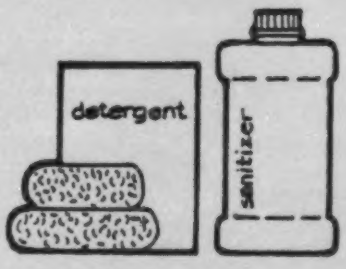
Procedure

1. Wash woodwork with a sponge dipped in cleaning solution. Work from the bottom up to avoid streaking. (Streaks may form when the cleaning solution runs down on the soiled portion and dries there). Use cleaning solution on a small area at a time, then rinse and dry. Repeat the process until the entire surface is clean.
2. Rinse. Wipe with a damp sponge or cloth wrung out in clean, warm water. (Change the rinse water often.)
3. Dry with a soft, dry cloth.
   WARNING! Use a cleaner that will not damage the surface.

TABLES, CHAIRS, AND BOOTHS

Equipment and supplies needed:

Sponges, cloths
Two buckets
Warm solution of detergent
Warm solution of a chemical sanitizer



INFORMATION SHEET #1 (Continued)

Procedure (Tables)

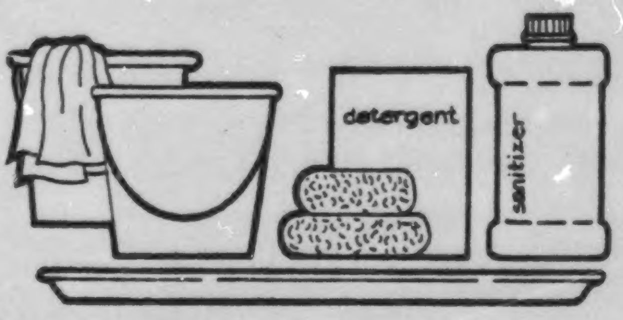
1. Wet cloth in the detergent solution, wring dry.
2. Wash the table, expecially around the salt and pepper shakers and other accessories.
3. Rinse. Wipe with a clean, damp cloth wrung out in clean, warm water.
4. Wet cloth in sanitizing solution, wring dry.
5. Wash the table again.
6. Dry with a drying cloth.

*NOTE: Clean chairs and booths using steps 1-3. Except in extreme cases, no sanitation needed.

EMPLOYEE BREAK AREA

Equipment and supplies needed:

Tray or cart
Cloths
2 buckets
Warm detergent solution
Warm solution of a sanitizer
Small plastic bag



Procedure

1. Empty ashtrays
2. Remove litter from tables.
3. Clean tables and chairs (follow procedures listed under "Tables, chairs and booths").
4. Arrange furniture and other items in proper place.
5. Empty the waste baskets; reline basket or wash, if needed.

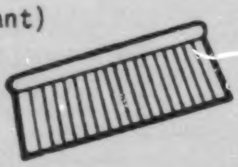
RESTROOMS

Toilet Bowls and Urinals. Because toilet bowls and urinals are more resistant to chemical cleaners than washbowls, certain chemicals can be safely used to clean them. (Use cleaners especially designed for toilets and urinals). Toilet bowls and urinals should also be sanitized. FOLLOW DIRECTIONS EXACTLY. CAUTION! Never use toilet bowl and urinal cleaners on washbowls, since they may permanently damage washbowls and render them difficult to keep sanitary.

INFORMATION SHEET #1 (Continued)

Equipment and supplies needed:

Special cleaners and sanitizer (detergent, disinfectant)
Special brushes
Cloths



Procedures

1. Flush commodes or urinals.
2. Pour the bowl cleaner into the bowl; if the bowl is stained, allow the cleaner to work for a while.
3. Using a bowl brush or mop, clean the entire bowl thoroughly and flush again.
4. Using special applicators, apply disinfectant-cleaner solution to the bowl or urinal (inside and out).
5. Using a special applicator, wipe the tops and bottoms of toilet seat using a disinfectant - cleaner solution and wipe them dry with a clean cloth.

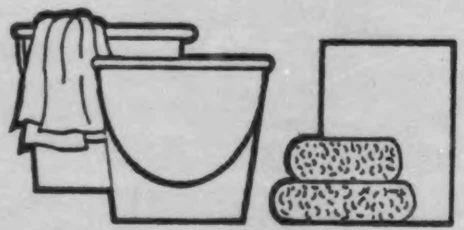
Washbowls. The surface of washbowls may be scratched easily if abrasives are used. If soap scum has built up; a non-abrasive cleansing powder or a water softener, such as Calgon, may be used. For regular care, washbowls should be cleaned with a solution of detergent and warm water.

Utensils and supplies needed:

Detergent or mild cleaner
Sponge
Cloth

Procedure

1. Rinse the basin or washbowl by running water into it for several seconds.
2. Wash out the basin with a sponge and detergent solution; remove built-up scum or stains with a nonabrasive cleaner or Calgon solution.
3. Rinse with clear water.
4. Dry with a soft cloth.
5. Wipe the chrome (metal/silver) fixtures clean.



INFORMATION SHEET #1 (Continued)

Other procedures

1. Fill towel dispenser.
2. Pick up all litter.
3. Empty waste container(s).
*4. Clean waste container (see clean and sanitize garbage container).
*5. Clean mirror (see windows).
*6. Mop floor (see floor care).

spray
cleaner

ACTIVITY #1

Directions: Select 3 house facilities cleaning tasks from information sheet #1. List on another sheet of paper the step-by-step procedure involved in each. Then perform the tasks for your instructor. Your outline and performance will be evaluated by a checklist.

#2 INFORMATION SHEET

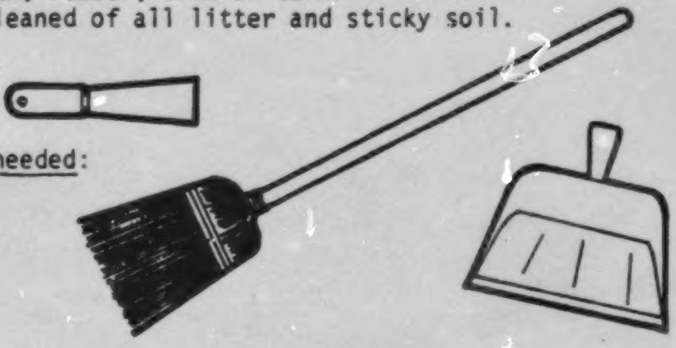
FLOOR CARE

Floors require different care according to the material from which they are made.

General Rules:

1. Wipe up spills promptly before they are tracked over the entire floor.
2. Determine the desirable/acceptable frequency of cleaning. Frequency of general cleaning depends on factors such as, the extent of traffic and the degree and type of soil. Floors subjected to heavy traffic, food spills, etc. must be cleaned daily.
3. Hard floors (except wood floors) need flooding with water. Examples of hard floors are marble, terrazzo, ceramic tile, and cement floors. Exception: Wood floors made of hard wood (oak or maple) are hard floors, but they do not tolerate flooding with water or water-base cleaning solutions.
4. Soft floors do not need flooding with water. Examples of soft floors are asphalt, linoleum, rubber, tile or cork.
5. Floors need to be cleaned of all litter and sticky soil.

BROOM-SWEEPING



Equipment and supplies needed:

Long-handled broom
Dust pan and hand brush
Putty knife

Procedure

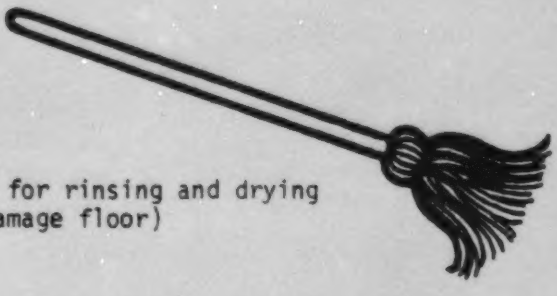
1. Pick up all litter; remove any sticky material with putty knife.
2. Start sweeping where the area is entered.
3. Sweep under and around large pieces of equipment; use a brush for areas that cannot be reached with a broom.
4. Do not sweep dirt into large piles; sweep it into small piles to be picked up later with a counter brush and dustpan.
5. Clean brushes with a rough, coarse (nail) comb. If they are soiled, wash the brushes in warm water and detergent. Rinse and hang up to dry. Clean the dust pan and putty knife.

*NOTE! Dust-mopping involves a long-handled mop/cloth which is moved over floor to pick up dust and some kinds of soil.

INFORMATION SHEET #2 (Continued)

WET-MOPPING

Before wet-mopping, broom-sweep or dust-mop first. Put easily movable equipment out of the way.

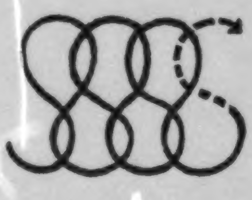


Equipment and supplies needed:

Broom and dust mop
Dust pan and hand brush
Putty knife
Two buckets, one with a wringer
Two mops, one for cleaning and one for rinsing and drying
Cleaning ingredients (should not damage floor)

Procedure

1. Prepare the cleaning solution. Follow instructions exactly as to kind of cleaner and proper dilution.
2. Broom-sweep or dust-mop the area first.



3. Start mopping at the rear of floor to be washed, Using a figure 8 motion. Working backwards and parallel to the wall, clean a small area (approximately 10' X 10') at one time. Mop corners by hand or use the heel of the mop.
4. Rinse the cleaned section with a rinse mop. Rinse the mop, wring it out, and use it to dry the cleaned and rinsed area.
5. Repeat the wash-rinse-dry operation, until the entire floor is clean. CAUTION! Do not allow rinse water to get dirty; change it frequently.
6. Clean the dust mop or broom, buckets, hand brush, dust pan, and putty knife. Clean the mop in heavy-duty detergent or cleaner-sanitizer, rinse, and hang it up to dry.

FLOOR-WAXING BY HAND

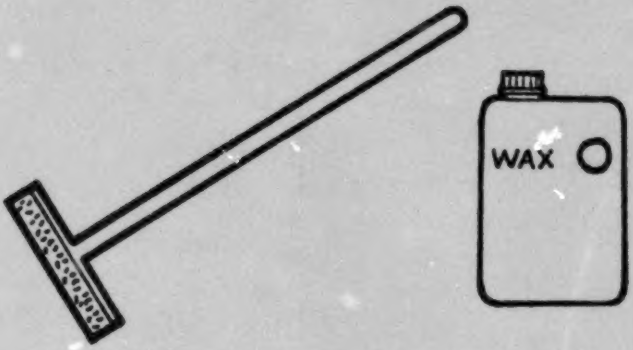
Equipment and supplies needed:

Wax
Wax applicator

INFORMATION SHEET #2 (Continued)

Procedure

1. Make sure floor has been swept and mopped first.
2. Starting at the rear of floor to be waxed, pour a small amount of wax on the floor. Using the wax applicator, work across the floor with even strokes.
3. Move toward the front of the room.
4. Repeat step 2 until the entire floor is waxed.
5. Clean the wax applicator in hot, soapy water and hang it up to dry.

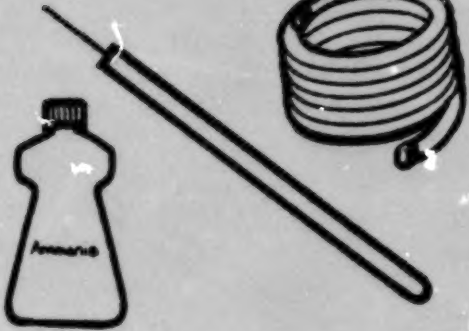


ACTIVITY #2

Directions: List on another sheet of paper the step-by-step procedure for broom-sweeping and mopping floors. Then perform these tasks for your instructor. Your outline and performance will be evaluated by a checklist.

#3 **INFORMATION SHEET**

GROUNDS CARE AND GARBAGE REMOVAL



Equipment and supplies needed:

Long-handled brush
Garden hose
Detergent or soap
Trash grasper or paper stick
Sponge or cloth for washing
Drying cloth
Ammonia or chlorine bleach
Plastic gloves

Procedures

1. Pick up trash/debris
    - a. Collect trash and debris from grounds and parking lot. (use a trash grasper and paper stick)
    - b. Place trash in proper waste container(s)

2. Collect trash/garbage from work stations
    - a. Remove collected trash/garbage from work stations and deposit in designated areas.
    - *b. Clean and sanitize container(s) (see #4 below) containers.
    - c. Reline container(s).

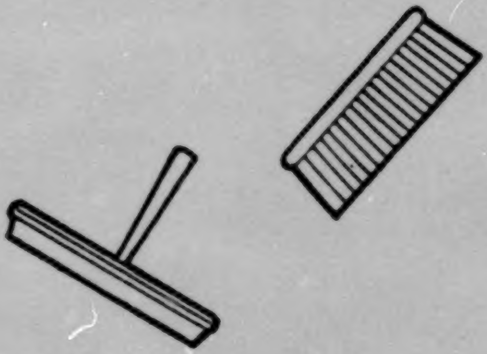
3. Dispose of trash/garbage in dumpster, bin or compactors
    - a. Remove bag(s) of garbage from the work stations or roll entire can to garbage disposal site.
    - b. Place garbage in the dumpster, bin or compactors.
    - *c. Clean and sanitize can(s) (see #4 below)

4. Clean, sanitize and line trash/garbage containers
    - a. Rinse the can with water from the hose or swish clean water around in the can.
    - b. Empty the can.
    - c. Fill the can with warm sudsy water and scrub the inside with a long-handled brush (use only for the garbage can). Scrub the outside of can sides, bottom and cover.
    - d. Empty the can and rinse it. To get rid of odors, add some ammonia or chlorine bleach to the rinse water. Rinse again.
    - e. Turn the can upside down to drain, and then wipe it dry.

Dishmachine (Flite-Type)

Equipment and supplies needed:

Gong brush
Hose
Squeegee
Cloths
Long-handled gong brush



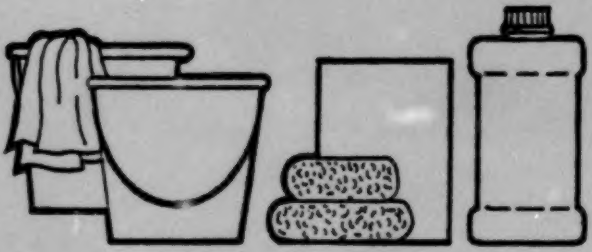
Procedure

1. Pull scrap trays and curtains.
2. Clean trays over garbage disposal, using hot water, hose and gong brush.
3. Run trays and curtains through dish machine.
4. Turn off dish machine.
5. Scrub down dish tables with hot water and a long-handled gong brush.
6. Rinse and squeegee dish tables.
7. Drain dish machine, scrub tanks with brush while draining.
8. Hose down inside of machine with cold water.
9. Wipe soap dispenser electrodes and outside of the machine with a clean damp cloth.
10. Wipe dry with a dry cloth.
11. Fill tanks and allow water to overflow for 2 to 3 minutes.
12. Replace scrap trays, dispenser pan and curtains.

THREE-COMPARTMENT SINK

Equipment and supplies needed:

2 pots
Sponges
Metal cleaner
Soft cloths
Hot detergent solution
Hot sanitizing solution



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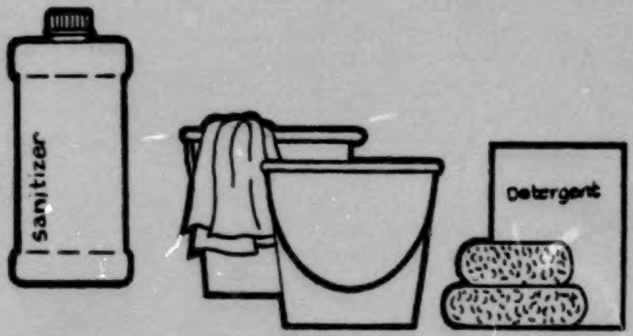
INFORMATION SHEET #3 (Continued)

Procedure

1. Remove sink stoppers or drains.
2. Scrub the sides and bottom of sink compartments and faucet, using hot detergent solution and a sponge.
3. Rinse out with warm water.
4. Sanitize inside of sink compartments using hot water and a chemical sanitizer.
5. Wipe out sinks, using a clean, dry cloth.
6. Polish outside with a metal cleaner.



ACTIVITY #3

Directions: List on another sheet of paper the step-by-step procedure involved in cleaning/sanitizing the dish machine and 3-compartment sink. Then perform these tasks for your instructor. Your outline and performance will be evaluated by a checklist.

WORKSHEET #1

I. List 5 items/areas included in house facilities and describe one cleaning or sanitization hint for each.

1.

2.

3.

4.

5.

II. List ten pieces of equipment or supplies needed to clean/sanitize for proper housekeeping.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

III. List three housekeeping procedures for proper floor care.

1.
2.
3.

IV. Define the following terms.

grounds care -

garbage removal -

V. List two types of dish cleaning equipment requiring proper cleaning and sanitation.

1.
2.

WORKSHEET

POST-TEST

Practice Housekeeping Procedures

I. Read the statements below carefully. If the statement is correct, write "True" in the blanks provided. If incorrect, write "False."

_____ 1. The major purpose of keeping the facility clean is rodent control.

_____ 2. A squeegee is used to scrub stubborn stains on carpets.

_____ 3. A trash grasper is used to pick up debris from floors.

_____ 4. A chamois is good to use when cleaning.

_____ 5. A disinfectant can also be used to sanitize.

_____ 6. A gong brush is used to clean woodwork.

_____ 7. Flood a cement floor with water to clean it.

_____ 8. A clean surface is also free from bacteria.

_____ 9. It is not necessary to clean all floor areas each day.

_____10. It is necessary to use measuring equipment when mixing up cleaning components.

II. Circle the letter of the answer which best completes the questions.

1. Which of the following is not a reason to follow good housekeeping practices in a food service establishment?
   a. aids in making the facility a healthy place in which to work
   b. to keep equipment safe from germs
   c. to prevent equipment from becoming outdated
   d. for good customer relationships

2. Which of the following is a water-soluble soil?
   a. sugar
   b. dust
   c. food particles
   d. grease

3. Which of the following will not dissolve in water?
   a. oil
   b. jelly
   c. salt
   d. fruit juices

POST-TEST (Continued

4. To make a surface free from bacteria:
   a. wipe it off
   b. use soapy water
   c. use a sanitizer
   d. wax it

5. A rule to follow when scheduling cleaning is:
   a. choose a day when the fewest workers are there
   b. choose the busiest day
   c. some chores are daily, others weekly, monthly
   d. wait to see who isn't busy then assign chores

6. Do not store cleaning equipment:
   a. in a closet
   b. in a dark place
   c. on the back of a door
   d. near food

7. Which of the following is not true regarding the cleaning of windows?
   a. can be vacuum - dusted daily
   b. use a chamois
   c. use water
   d. clean from bottom to top

8. Which of the following is not true regarding the cleaning of restrooms?
   a. sanitize urinals
   b. use same cleaner for toilet bowl and wash bowl
   c. disinfect top and bottom of toilet seat
   d. calgon breaks up soap scum

9. Which of the following is true regarding the cleaning of floors?
   a. flood a tile floor with water
   b. start mopping at front of room
   c. sweep dirt into one large pile
   d. broom-sweep before wet-mopping

10. Which of the following is not true regarding the cleaning of garbage containers?
    a. reline
    b. use sudsy water
    c. use ammonia
    d. do it weekly

POST-TEST (Continued)

III. Match the housekeeping procedures in Column I with the correct frequency of when it should be scheduled in Column II. Write the number in the blanks provided.

Column I

_____ a. walk in refrigerators

_____ b. light traffic floors

_____ c. window shades

_____ d. window insides

_____ e. washrooms

_____ f. walls

_____ g. freezers

_____ h. storeroom

_____ i. window sills

_____ j. heavy traffic floors

Column II

1. Daily
2. Weekly
3. Monthly
4. Special

FINAL CHECKOUT PERFORMANCE EVALUATION

Practice Housekeeping Procedures

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable or further work may need to be planned.

Student Can:	A	N	NA
1. Follow safety procedures.			
2. Follow personal safety habits.			
3. Use proper housekeeping equipment and supplies as needed.			
4. Use proper housekeeping procedures for house facilities.			
a. windows			
b. woodwork			
c. tables			
d. chairs			
e. booths			
f. restrooms			
5. Use proper housekeeping procedures for floor care.			
a. sweeping			
b. mopping			
6. Use proper housekeeping procedures for large dishcleaning equipment.			
a. dish machine or			
b. 3-compartment sink			

FINAL PERFORMANCE CHECK

Comments

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

#4 INFORMATION SHEET

Stain Removal

Those stains you encounter in food service can probably be removed if promptly and properly treated. However, there are many different stain-causing agents, and they effect different fabrics in different ways.

Many of the uniforms and linens found in a food service establishment are made from cotton. Therefore, it is important that you know how to remove stains from cotton-containing fabrics.

Some of the most common stain-causing agents are ink, chewing gum, grease, coffee or tea, catsup, cocoa, egg, fruit and soft drinks.

Few people realize that stains can actually damage clothing. Stains may weaken clothing fibers and yarns so fabric tears easily. Some stains may even destroy the fibers, causing holes. Food stains often attract damaging insects, which [illegible] eat both stain and fabric.

In removing stains, it helps to understand the principles of stain removal. Stain-removal agents work in four basic ways:

1. They may soak up or absorb stains from the fabric surface. For example, you can remove candlewax by placing fabric between paper towels then ironing with a warm iron. The wax melts and is absorbed by the paper.
2. They may dissolve the stains and allow them to be washed out of the fabric. Liquid detergents remove oil stains by this method.
3. They may coat particles of the stain so they can be washed out of the fabric. Liquid detergents remove soil stains by this method.
4. They may react chemically with the staining agent, making it colorless, or changing its form so that it can be washed out. Bleaches and vinegar both work this way.

General Rules for Stain Removal

1. Treat stains as soon as possible - fresh stains generally come out more easily then old ones.
2. Work on a clean, well-lighted surface.
3. When treating a spot, place it face down on paper towels and apply stain remover to back of stain so the stain will be forced off the surface and not through the fabric.
4. Always launder after a removal treatment.

STAIN REMOVAL CHART

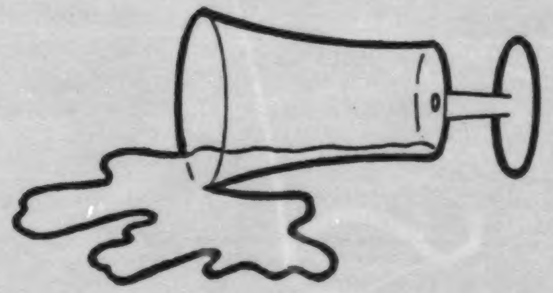
Types of Stain	White Cottons and Linen	Other Washable Fabrics And Colored Cottons
Alcoholic beverages, catsup, cocoa, egg, food coloring, fruit, milk, perfume, soft drinks	Sponge stain promptly with cool water or soak in cool water for 30 minutes. Rub detergent into any remaining stain; rinse. If stain persists, use diluted household bleach.	Same method. Omit bleach.
Blood	Sponge with cool water or soak in cool water 30 minutes. If stain remains, work liquid detergent into it; rinse. If not removed, put a few drops of ammonia on stain and repeat detergent treatment. Follow with diluted household bleach if necessary.	Sponge stain with cool water. Rub liquid detergent on stain and work into fabric; rinse. Repeat if necessary.
Candlewax	Scrape off excess wax. Place the stain between white blotter or several layers of facial tissues. Press with warm iron. Sponge with grease solvent. If safe for fabric, pour boiling water through the spot.	Same method except omit boiling water.
Chewing gum	Rub with ice.Scrape off excess with dull blade. If stain remains, sponge with a grease solvent.	Same method.
Chocolate candy and syrup, cream and ice cream , gravy and meat juices, mayonnaise and salad dressings	Sponge or soak in cool water 30 minutes. Work detergent into stain; rinse. Use grease solvent. If stain remains, use diluted household bleach.	Same method. Omit bleach.

STAIN REMOVAL CHART (Continued)

Types of Stain	White Cottons and Linen	Other Washable Fabrics And Colored Cottons
Coffee and Tea, Black	Same as Alcoholic beverages or if safe for fabric, pour boiling water through the spot from a height of 1 to 3 feet. Same as chocolate candy and syrup.	Same method Same method
Cosmetics, lip stick, blush, powder, eye shadow, liquid makeup, mascara	Rub stain with detergent, rinse. Repeat if necessary. If stain remains, sponge with a grease solvent.	Same method
Fingernail polish	Sponge stain with acetone (nail polish removal) or amyl acetate (banana oil). Launder. If stain persists, sponge with alcohol to which a few drops of ammonia have been added.	Sponge stains with amyl acetate on these synthetic fibers: acetate-arnel, dynel and verel. On other synthetics and natural fibers, use acetone.
Grass	Work detergent into stain; rinse. If safe for fabric, sponge with rubbing alcohol. If stain remains, use diluted household bleach.	Same method except dilute alcohol with 2 parts of water for use on acetate fabrics. Omit bleach.
Grease, butter and shortening, oils	Rub detergent into stain; rinse. If stain remains, use grease solvent. If yellow stain remains, treat with diluted household bleach.	Same method except omit bleach.
Ink, ballpoint	Sponge with acetone. Old stains may require bleaching with diluted household bleach.	Sponge stains with amyl acetate on these synthetic fibers; acetate-arnel, dynel, and verel. On other synthetics and natural fibers, use acetone.

STAIN REMOVAL CHART (Continued)

Types of Stain	White Cottons and Linen	Other Washable Fabrics And Colored Cottons
Mustard	Rub detergent into dampened stain; rinse. If stain is not removed, soak in hot detergent water. If stain remains, use diluted household bleach.	Rub detergent into dampened stain; rinse. If safe for dye, sponge stain with rubbing alcohol.
Perspiration	Sponge stain with detergent and warm water; rinse. Follow with grease solvent. Remove yellow discoloration with diluted bleach.	Same method except omit bleach. If perspiration has changed color of fabric, restore by treating with household ammonia or vinegar. If safe for fabric, apply household ammonia to fresh stains; rinse. Apply vinegar to old stains; rinse.



CONSUMABLE

WORKSHEET #2

I. Define stain.

II. List 5 different types of stains.

1.
2.
3.
4.
5.

III. List 5 different types of stain removers.

1.
2.
3.
4.
5.

IV. Match the following stains on the left with the appropriate stain removal technique on the right.

	STAINS	TECHNIQUES
_____	1. blood	A. Rub stain with detergent; rinse. Repeat if necessary.
_____	2. cosmetics	B. Rub detergent into stain then apply grease solvent.
_____	3. chewing gum	C. Soak in water for 30 minutes. Rub detergent into remaining stain; rinse.
_____	4. grease	D. Rub with ice. Scrape excess and wash.
_____	5. tea or coffee	

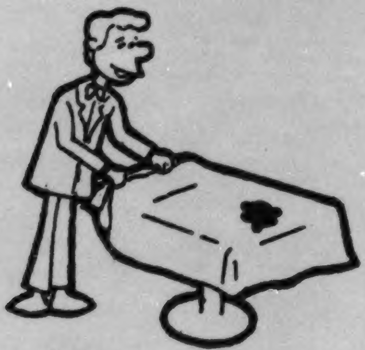
(15) T.30
S.5

ACTIVITY #4

Directions: I. Identify the stains and appropriate stain removal techniques in the following case study. Write your answers on another sheet of paper.

Jim was sorting the laundry for his food service establishment. He noticed spots of mustard, coffee, grease and soft drinks on the tablecloths. He also noticed lipstick on some of the napkins.

II. Now ask your instructor for samples of fabric stained with those substances listed above. Demonstrate the proper stain removal techniques for each stain.



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FINAL CHECKOUT PERFORMANCE EVALUATION

Stain Removal

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable,or further work may need to be planned.

Student Can:	A	N	NA
1. Follow safety procedures.			
2. Follow personal safety habits.			
3. Identify stain(s) properly.			
4. Use the proper stain-removal agent(s).			
5. Use the proper stain-removal procedure(s).			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) L, (2) A, (3) B, (4) H, (5) I, (6) D, (7) C, (8) G, (9) F, (10) N, (11) J, (12) M, (13) K, (14) O, (15) E

II. (1) T, (2) F, (3) F, (4) F, (5) T, (6) F, (7) T, (8) F, (9) T, (10) F

WORKSHEET #1

I. Windows, woodwork, tables/chairs/booths, restrooms, and work areas. (Hints will vary; other answers possible)

II. Trash grasper, sponges, mop, brushes, broom, clean cloth, buckets, cleaners (detergents), sanitizers, wax
(Other answers possible)

III. Sweeping, mopping, waxing

IV. Grounds care - Use of sanitation procedures to keep land and parking lot surrounding an establishment free of garbage/debris.
Garbage removal - Process by which products and trash are removed from a food service facility

V. Dish machine, 3-compartment sink

POST-TEST

I. (1) False, (2) False, (3) False, (4) True, (5) True, (6) False, (7) True, (8) False, (9) True, (10) True

II. (1) c, (2) a, (3) a, (4) c, (5) c, (6) d, (7) d, (8) b, (9) d, (10) d

III. (a) 2, (b) 2, (c) 4, (d) 3, (e) 1, (f) 4, (g) 4, (h) 3, (i) 4, (j) 1

WORKSHEET #2

I. To spot the appearance of a fabric by discoloring or soiling.

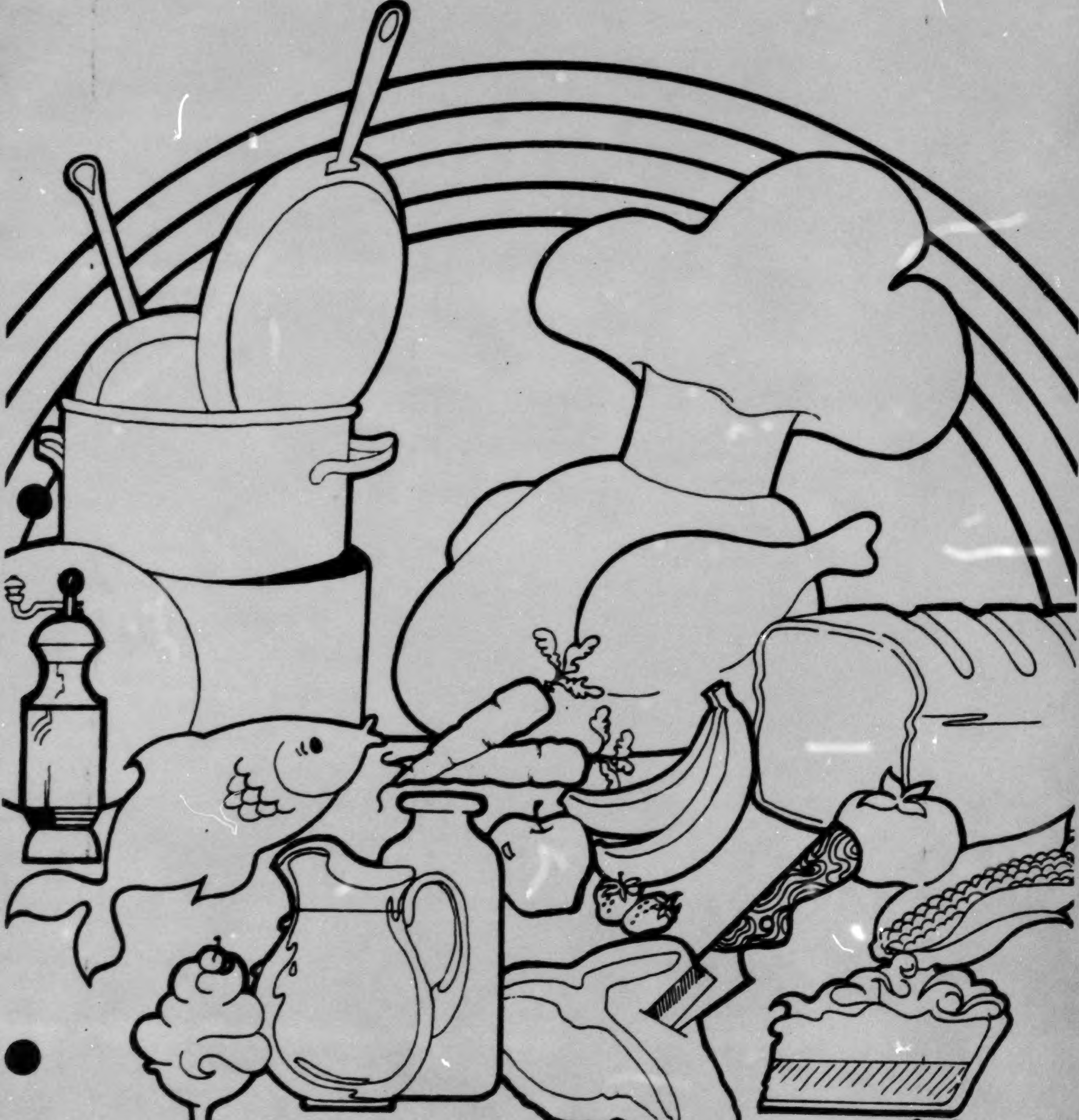
II. Catsup, grease, oil, mustard, cosmetics (other answers possible).

III. Ice, banana oil, alcohol, soap, bleach (Other answers possible),

IV. (1) C, (2) A, (3) D, (4) B, (5) C

Food Service Worker

MODULE 16: LARGE/SMALL EQUIPMENT



LARGE/SMALL EQUIPMENT

Competence Area: E. Large/Small Equipment, Utensils and Tools

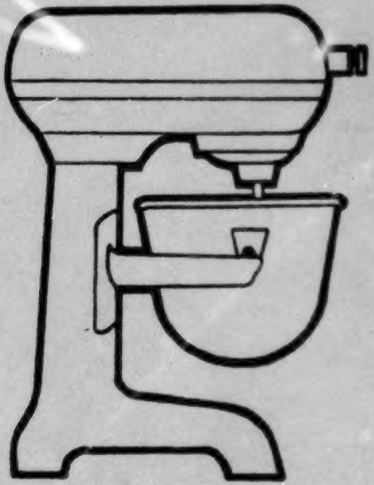
Competency Statement: 1.00 Use and Clean Large/Small Equipment

Tasks:			Level
	.01	Identify various types of equipment------------------	Basic
	.02	Use and clean equipment------------------------------	Basic

Specific Student Performance

Given 13 examples of large/small equipment commonly found in commercial kitchens, and available in the laboratory, the student will correctly identify each by name and describe how to properly use 10 of them.

Prerequisites: Modules #1-8, 10, 14-15



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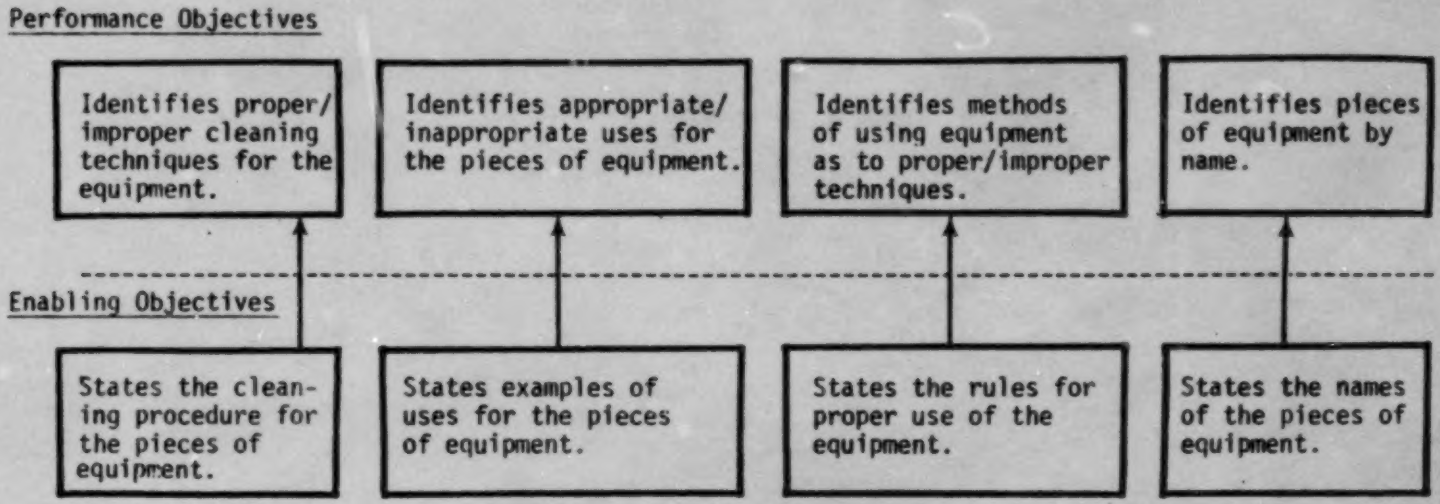
LEARNING HIERARCHY

Specific Student Performance

Given 13 examples of small and large equipment commonly found in commercial kitchens, and available in the laboratory, the student will correctly identify each by name and describe how to properly use 10 of them.


Performance Objectives
Identifies proper/improper cleaning techniques for the equipment.
Identifies appropriate/inappropriate uses for the pieces of equipment.
Identifies methods of using equipment as to proper/improper techniques.
Identifies pieces of equipment by name.
Enabling Objectives
States the cleaning procedure for the pieces of equipment.
States examples of uses for the pieces of equipment.
States the rules for proper use of the equipment.
States the names of the pieces of equipment.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Read and study information sheets #3 and #4.
9. Complete worksheet #3. Consumable.
10. Complete activity #1.
11. Request post-test from instructor - complete. Consumable.
12. Turn completed work in to instructor.
13. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concept, use activity #1.
2. Make transparencies of the information sheets. Have students view and discuss each piece of equipment (name and use).
3. Have students watch demonstrations by you (or selected students) on the proper use and care of equipment.
4. Have students to complete post-test. Collect and evaluate.
5. Have students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

  a. *Exploring Professional Cooking*, 1980 edition.
  b. *Hospitality Industry*, McGraw-Hill Company.
  c. *Food Service Careers*, 1979 edition.
  d. *Butterick Kitchen Equipment*.
  e. *Complete Book of Cooking Equipment*.

II. Audio-Visual Aids

  a. Slides - *How to Clean the Food Slicer*

- Preparation of Flight-Type Dishwasher
  (From Kansas State University)

b. Filmstrips - Equipment Sanitation
  (From National Restaurant Association, One IBM Suite 2600, Chicago, IL)
  - Food Service Skills and Equipment: Pots, Pans and Other Cooking Equipment
    (From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)
  - Small Kitchen Equipment Series
  - Food Service Equipment Filmstrips: Commercial Equipment
    (From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

EQUIPMENT LIST

Below is a list of the equipment illustrated and described in this module. Other items which may appear in kitchens are not included here as they were not found to be commonly included in classroom laboratories. (Coffeemakers are included in Module #19: Beverages)

1. Blender
2. Toaster
3. Slicer
4. Food Chopper/Cutter
5. Mixer
6. Broiler/Char-broiler
7. Griddle
8. Range/Hot top
9. Fryer
10. Ovens
11. Steam Equipment
12. Waste Disposal
13. Dish Machine

*NOTE: The guidelines for operation and cleaning described in this module are general guidelines. Always read and follow manufacturer's specific instructions/directions for individual pieces of equipment. It is recommended that teachers make available the instruction booklets (or a duplicate of the essential information for the equipment in the laboratory along with this module.

PRE-TEST

Large/Small Equipment

I. Match the uses in Column B with the appropriate equipment in Column A. Write your answers in the blanks provided.

Column A

1. _____ blender
2. _____ broiler
3. _____ dish machine
4. _____ food cutter
5. _____ fryer
6. _____ griddle
7. _____ slicer
8. _____ ovens
9. _____ mixer
10. _____ range
11. _____ steam equipment
12. _____ toaster
13. _____ waste disposal

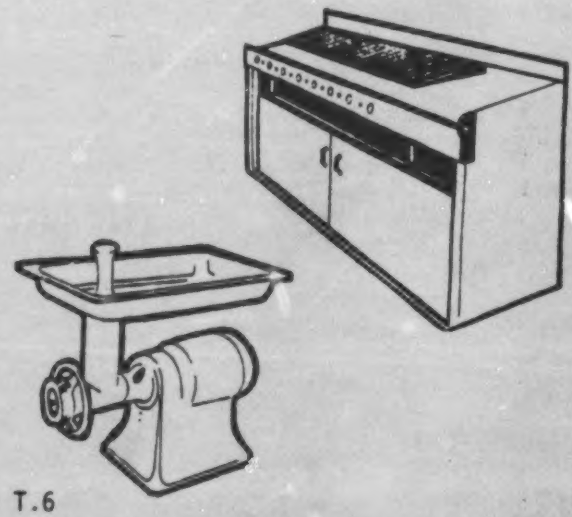
Column B

a. used to slice foods
b. used to cut or chop foods into small pieces
c. used for cooking food in its own juices, rather than in fat, using high heat
d. produces basic menu items, such as soups and sauces
e. used to brown bread slices and/or buns
f. used for cooking food in moist heat at a constant temperature
g. used to deep-fry potatoes, fish and other foods
h. used to perform various operations, including whipping, shaking, combining, grinding
i. uses different beaters to blend various doughs and batters
j. grinds and flushes away food waste
k. cleans and sanitizes kitchen and service equipment
l. used to bake, roast, broil, fry various foods
m. used for frying such foods as hamburgers, eggs, and pancakes

II. Write the correct name of each piece of equipment in the blanks provided.

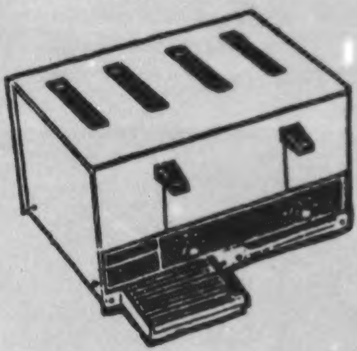
1. ______________________________

2. ______________________________



PRE-TEST (Continued)

3. ______________________________



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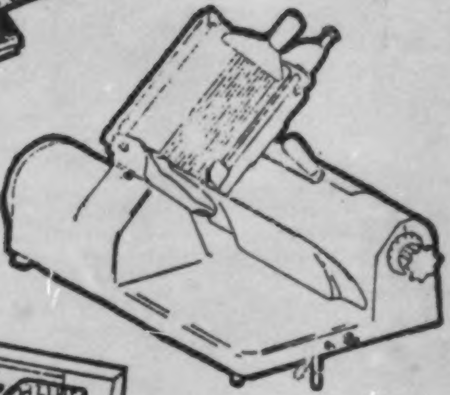

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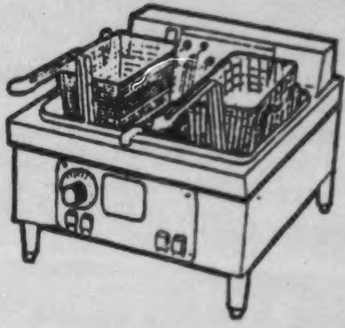

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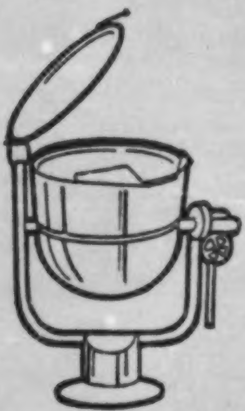

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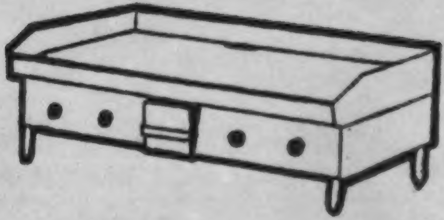


STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Read and study information sheets #3 and #4.
7. Complete worksheet #3.

8. Complete activity #1.
9. Request post-test from instructor - complete.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Abrasive - Any rough material (such as steel wool or cleaner) used for grinding or polishing.

2. Baffle - An obstruction used for checking or re-routing the flow of gases.

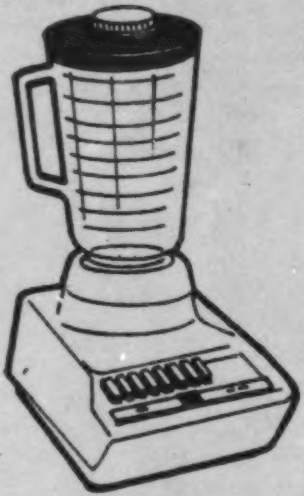
3. Non-caustic - Not causing fire or corrosion.

#1 INFORMATION SHEET

Information on use and care of food service equipment is a necessity for efficient, sanitary preparation and service. All employees should be able to correctly identify, use, and clean equipment they come in daily contact with. In depth training procedures for each piece of equipment must be provided to ensure employee safety and acceptably prepared food items. An overall plan for production of food must be considered in the kitchen layout to allow efficient, safe use of all equipment.

Preparation Equipment

The BLENDER is a very versatile piece of equipment, but it will not replace all kitchen appliances. It will not mash potatoes, whip egg whites, whip cream, grind large pieces of raw meat, knead stiff dough, crush whole ice cubes, or extract juices from fruits and vegetables



It will:

1. Combine (or reconstitute) dry foods with a liquid.
2. Stir (or dissolve) gelatin, coarsely chopped nuts, soft cheeses.
3. Mix sauces, salad dressing, marinades, pancake batters.
4. Cream cheeses, sandwich spreads, butter.
5. Whip toppings, salad dressings.
6. Crumb crackers, bread, cookies.
7. Beat puddings, custards, eggs, etc.
8. Shake (or prepare) shakes and malts.
9. Shred vegetables, coconut.
10. Grind orange or lemon rind, candied fruits, semi-hard cheeses.
11. Chop nuts, cooked meats, fruits, vegetables.
12. Blend heavy batters, where a foaming result is desired.
13. Puree cooked or uncooked foods for special diets, soups.
14. Liquefy fruit and vegetables into a liquid.

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Operation

1. Put liquid portions of recipe into container first (unless recipe specifies otherwise). Do not put ice cubes in without at least one cup of liquid.
2. Cut cheeses into ½ inch pieces. Cut other foods into 1 inch pieces.
3. Place cover firmly on container; rest hand on the cover when starting the motor. Always operate with cover in place.
4. Press appropriate button. Stop and check the consistency after a few seconds. Repeat, if necessary. Do not use a metal object as a spatula.
5. Remove food from blender (after motor has come to a complete stop); runny mixtures can be poured from the container. Heavy batters can be removed by first removing the blade assembly, then pushing the batter out through the bottom opening. HANDLE SHARP BLADES CAREFULLY!
6. Unplug when not in use.

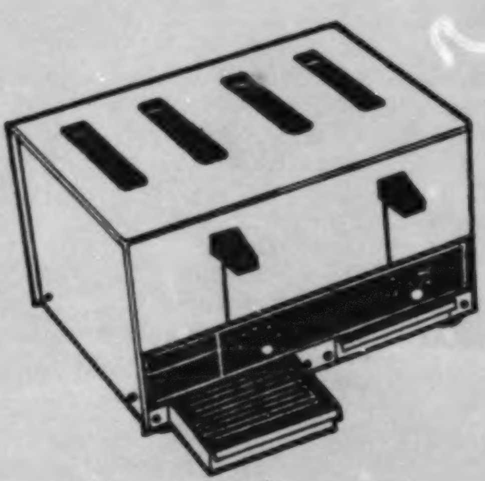
CAUTION! If blender is accidentally tipped over or if liquid is spilled over motor base, unplug cord before touching any part of the blender.

Cleaning

1. Unplug.
2. Remove glass container from motor base. Clean motor base with a damp cloth. NEVER put motor base in water!
3. Carefully remove blade assembly from glass container. Wash and rinse all removable parts. (NOTE! Repeated washing of the blade assembly in the dishwasher may discolor the bottom and dry the lubrication in the blades.)

INFORMATION SHEET #1 (Continued)

TOASTERS are used primarily to toast bread slices, although some models can also be adjusted to warm buns. The conventional pop-up toasters are available in 2-, 4-, 8-, or 16-slice models. Toasters may also be rotary (turns around).



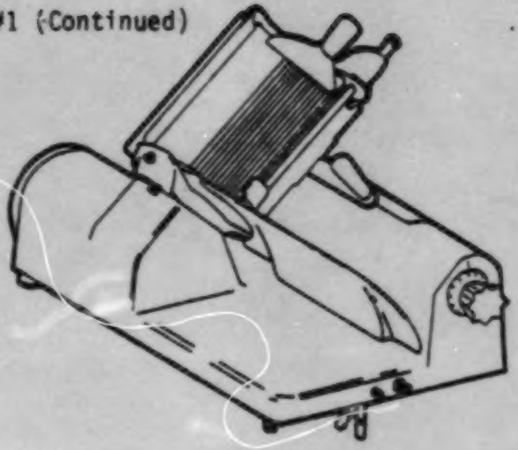
Operation

1. Set the color control for desired color. There is one color control knob (located on the front of the toaster) for every two slots. The color ranges form LIGHT (almost white) to DARK (dark brown), with various positions in-between.
2. Place bread in the slots; press lever down as far as it will go. The lever goes down very easily - it is not necessary to pound on it! NOTE! Each lever controls two slots at the same time.
3. When the bread is toasted to the desired doneness, the toaster will automatically pop the toast up.
4. If for some reason it is necessary to interrupt the toasting, push up lightly on the lever. The toast will then pop up.
   *NOTE: After the cycle had been interrupted, the toaster will go through an entire new cycle.
5. Avoid using warped or bent bread, as this may cause the toaster to jam.
   If a jam does occur:
   -Unplug the toaster, Allow it to cool.
   -Pull the bread out with your fingers, or use a thin object to carefully get the bread out. DO NOT touch heating units.

Cleaning

1. Wipe the outside with a cloth dampened with non-abrasive cleaner and water; rinse. Avoid spillage in the openings and on the controls.
2. Remove, empty, and wash crumb trays. Replace crumb trays after cleaning.
3. When the bottom cover becomes extremely dirty:
   -Unplug the toaster.
   -Remove bottom cover (using a screwdriver).
   -Wash, cover, replace.

The SLICER is used to cut meats or other foods, such as onions, in neat, even slices. The thickness of the slice can be varied by moving the knob on the side of the slicer. The numbers on the knob do not indicate specific measurements, but can be used for reference.



SAFETY PRECAUTION! When not in use, turn the knob clockwise as far as it will go, to line up the cutting edge with the plate and prevent accidental cutting.

Operation

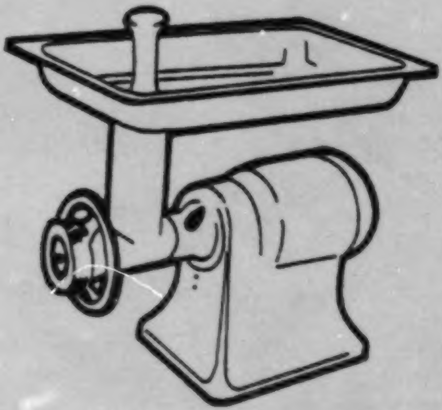
1. Set the knob for the slice thickness desired.
2. Place food item on the plate; put grid into place (may not be necessary for large food items).
3. Turn slicer "ON" (A light will come on when the switch is "ON").
4. Push the carriage back and forth by holding the grip with one hand.
5. With the other hand, catch the slices as they are cut. The slices may be stacked on the tray surface of the base, or a loose tray may be used.
6. When finished, turn the switch "OFF" and turn the slice-adjusting knob to zero.

Cleaning

1. Wipe off large food scraps.
2. Dip cloth into cleaning solution, then wring out cloth. Carefully wipe the entire outside of the slicer, including the plate.
3. Remove front and back blade guard by unscrewing the knobs indicated in operations manual.
4. Carefully wash the knife/blade with a cloth dipped in the cleaning solution.
5. Rinse and sanitize all cleaned surfaces. Do Not Wipe Dry; allow to air dry.
6. Replace the back and front knife guards carefully. Make sure all parts are securely in place.

CAUTION! Use the same care as you would with any other sharp-edged tool. Unplug power cord. Have knife guards in place and slice-adjusting knob at zero. The foot underneath the slicer may be raised to help in cleaning, but fold it back after cleaning. Clean all surfaces daily.

The FOOD CHOPPER is used to chop food (usually meat) into small chunks.



Operation

Cut meat into strips and feed it into the chopper, using the feed stomper as needed. (Better speed is made by feeding small quantities at a time than by trying to force in large amounts with the feed stomper.)

The fineness to which the meat is chopped is determined by the size of the holes in the perforated plate, not by the tension put upon the adjusting wheel.

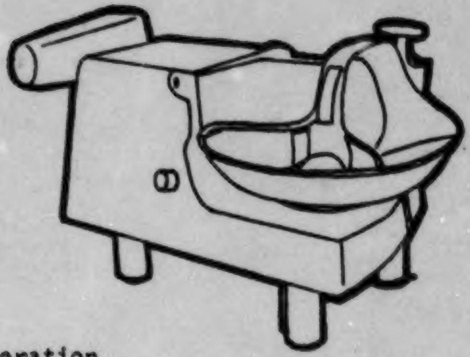
The feed pan should always be kept in place in the cylinder, to make regular feeding easy and to keep the chopper attachment ready for immediate use.

Cleaning

Wash all parts of the chopping attachment daily in warm soapy water. However, do let the attachment stand in boiling water as it is injurious to the thruster composition.

Knives and plates must be sharpened regularly for proper cutting action. Rub a little to allow on newly-sharpened plates before use. Take out the entire chopping attachment after each use and place it in the refrigerator until it is needed again.

INFORMATION SHEET #1 (Continued)



The FOOD CUTTER cuts various types of foods (including meats, vegetables, fruits, crackers, and bread crumbs) coarse or fine, depending on the length of time they are left in the bowl.

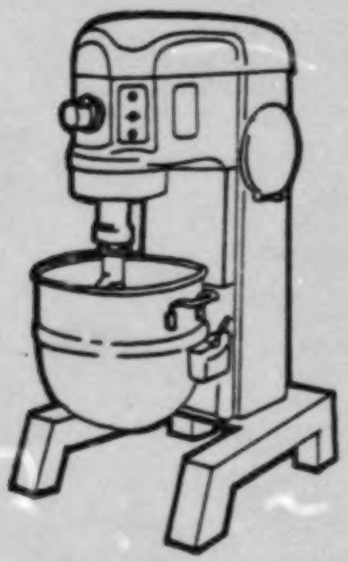
Operation

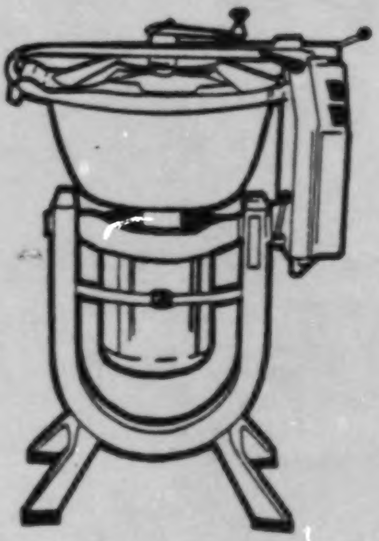
1. All parts, including the blade, comb and bowl, must be in place before starting.
2. To lock the bowl cover, press down and turn (clockwise) the locking knob on top of the bowl cover.
3. Flip the control switch (on the side of the cutter) to "ON" (Note: If the bowl cover is removed or in the raised position, the switch will not operate.)
4. Insert food to be cut. Allow the shape of the bowl cover to turn the food. WARNING! KEEP HANDS OUT FROM THE BOWL COVER.
5. When food is cut to desired fineness, flip switch to "OFF." WAIT for the blade to stop turning before unlocking the bowl cover.
6. Unplug when not in use.

Cleaning

1. Unplug cord.
2. Raise bowl cover until you can lift it off.
3. Lift comb off.
4. Unscrew locking knob (counterclockwise) until it comes off. Carefully lift off knives/blade.
5. Remove bowl.
6. All removable parts can be cleaned in the dishwasher.
7. Clean cutter with a damp cloth.
8. Replace removable parts in reverse order to which they were removed.
   *NOTE! Be sure to handle cutter parts as carefully as you would any other sharp, cutting tool.

A MIXER uses one of several types of beaters to mix various foods and doughs (for example, mashed potatoes and bread doughs).





There are 3 basic models of mixers:

1. bench (mounted on a table or cabinet)
2. floor (mounted on the floor)
3. vertical cutter/mixer (may be bench - or floor-mounted) - used for cutting, mixing, blending, homogenizing, emulsifying or pureeing at high speed.

There are several attachments available for a mixer, including a vegetable slicer, grater, shredder, dicer, French fry cutter, meat grinder, food chopper, coffee mill, fruit juice extractor, knife sharpener, strainer and tray support.

Operation

1. Load ingredients into mixing bowl; place bowl on mixer.
2. Attach desired agitator and/or attachment.
3. Plug mixer into outlet (Be sure you are not standing in water, and do not have your hands inside the mixing bowl.)
4. Set speed selector at desired speed, by lining up shift handle with the numbers on the selection plate:

1 = Low: is for heavy mixtures like dough, heavy batters and potatoes.
2 = Medium - Low: is for mixing cake batters, mashed potatoes, and developing dough.
3 = Medium - High: is for incorporating air into light mixtures, like egg whites and whipped cream.
4 = High: is similar to #3, but faster.

NOTE! Set mixer on lowest possible speed until ingredients are partially blended.

5. Lift bowl, using lever or handwheel on the side of the mixer.
6. Press START button.
7. To change speeds, first turn off motor, then shift selector to desired speed.
8. CAUTION: Be sure the motor is off before you scrape down the bowl and beater.
9. Lower bowl before removing bowl or beater from mixer.
10. If the mixer bowl is overloaded or if the mixer does not receive enough power, the mixer will overload. Correct the condition and wait a minute for the mixer to cool.
11. Unplug the mixer when not in use.

Cleaning

Clean the mixer daily; wipe mixer stand with a clean damp cloth. The mixer should not be cleaned with a hose. Wash bowl, beater and/or attachment in the dishwasher.

CONSUMABLE

WORKSHEET #1

Directions: Read each statement below concerning preparation equipment. If the statement is true, write "True" in the blanks provided; if false, write "False."

_____ 1. The slicer is used to cut different types of meat.
_____ 2. The fineness to which food is chopped, by the food chopper, is determined by how much pressure you put on the feed stomper.
_____ 3. On low speeds, the blender can be safely operated without the cover.
_____ 4. The control lever of a toaster must be lifted when the cycle is finished.
_____ 5. "Removable parts" of a food cutter include bowl cover, knob, comb, knives, bowl.
_____ 6. Always unplug the blender before cleaning and whenever it is not in use.
_____ 7. Speed can be changed on the mixer while the motor is on.
_____ 8. If the toasting cycle is interrupted, a toaster will complete the interrupted cycle when started again.
_____ 9. The carriage of the slicer can be pushed back and forth by the same hand that holds the grip.
_____10. The blender does its work in a few seconds, so stop the motor and check the consistency often.
_____11. Cut food into strips before putting it in the food cutter.
_____12. The slicer should be treated with the same care as other sharp-edged tools.
_____13. The number 1 on the slicer selection knob indicates the slices will be 1" thick.
_____14. The food chopper cuts various types of foods into coarse or fine particles.
_____15. The bowl of the mixer must be lowered before the beater or bowl can be removed.
_____16. The mixer can perform many operations, determined by the type of attachment added.
_____17. The slicer should be allowed to air dry after cleaning, rather than wiped dry.
_____18. The food chopper chops foods into small chunks.
_____19. If a jam occurs, the bread in a toaster should be removed while the toaster is still warm.
_____20. The foot underneath the slicer should be raised at all times.

WORKSHEET

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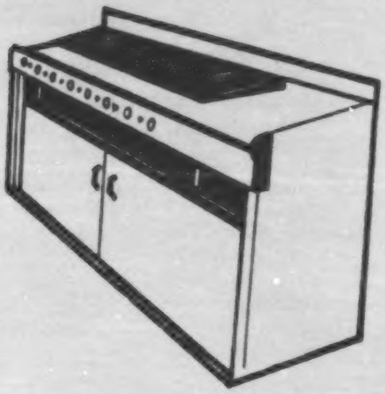
#2 INFORMATION SHEET

Cooking/Baking Equipment

The American public is especially fond of broiled foods, probably dating from memories of frontier campfires up to today's backyard cooking.



The BROILER is a piece of equipment using intense (extremely high) heat so meat cooks in its own juices without using fat (as in frying). Broilers should not be used to heat serving platters, stock pots, etc. Covering the grids with anything other than food will cause internal grid temperatures which are too high, and may cause damage to broiler.

Broilers are sometimes classified into three types:

1. horizontal or overhead (uses electricity, gas, or infra-red heat).
2. char or underfired (uses coals, briquettes, radiant rocks, etc.)
3. specialty (usually a combination of two broilers or one broiler and one griddle - one of which is elevated.)

Horizontal broilers can handle a variety of items (such as casseroles, fish, etc), but charbroilers are primarily limited to steaks and chops. In charbroiling, a heavy crust is formed and heat penetration is less, due to cooking heat supplied by rising hot air. The charbroiler requires more skill to operate properly, but the charcoal-broiled taste (which comes from meat drippings falling on hot coals and rising again as smoky flavor to the food) is very popular.

Operation

1. Be sure all removable parts are in place before placing food on grids.
2. Season the grid by coating it generously with cooking oil. Follow this same procedure after each cleaning procedure.
3. Preheat (heat before using) the broiler by turning the selector switch to "BROIL" or "HIGH".

4. Broiling:
   - -Turn the selector switch to desired setting. There is a range of broiling temperatures between the "Low" and "High" limits of temperature control. Most broiling, however, will be done somewhere near "High." The user should determine the control setting best suited to his operation, to give the desired doneness in the shortest possible time.
   - -A signal light will go on and off during operation, showing that a constant temperature is being kept.

Cleaning

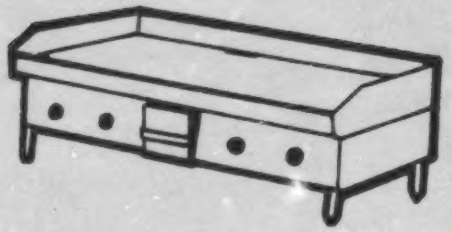
Horizontal Broiler:

1. Wipe the outside surface(s) with a cloth dampened in water containing a non-caustic cleaning compound. Rinse, dry, and polish.
2. Wipe the inside with a damp, clean cloth. Be sure the cloth is not wet, as there should never be water inside the broiler.
3. Scrape off any burned food with a long-handled scraper; DO NOT use an abrasive cleaner.
4. Remove and empty grease drawer. Clean it in the pot sink. (Return removable parts to broiler.)

Char-Broiler:

1. Clean the grids (on top of the broiler) and the baffles (underneath the grids) with a damp cloth.
2. Clean heat source with a scraper, then a damp cloth.
3. Remove and empty grease drawers. Clean grease drawers and splash guard. Return removable parts to broiler.
4. If charcoal briquettes are used, clean all ashes out of the pilot area and the fire box.
5. Wipe the outside surface(s) with a cloth dampened in water containing a non-caustic cleaning compound.

INFORMATION SHEET #2 (Continued)



GRIDDLES are used for frying various types of foods, such as hamburgers, grilled cheese, steaks, ham, bacon, sausage, eggs, etc. It is very important that the griddle be seasoned properly, to prevent sticking of these foods and rusting of the surface.

How to Season Griddle Surface

1. Clean the griddle.
2. Preheat griddle to 400°F (when 400 is reached, signal light goes off).
3. Spread a light film of cooking oil or fat over entire griddle surface.
4. Wait 2 minutes, then wipe off excess oil.
5. Repeat this operation.
6. Use the griddle for cooking.

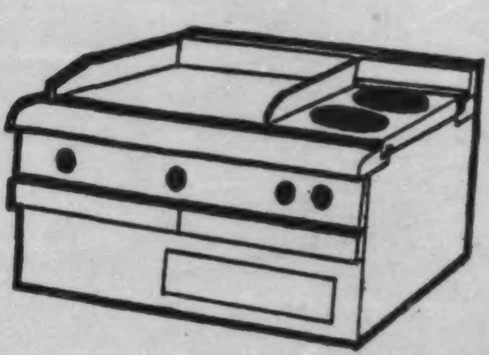
Operation

1. Preheat the griddle - set the thermostat dials at the correct griddling temperature for the food to be cooked. A red light will flash on automatically for each section of the griddle when the dial is set, and will flash off when the section has reached dialed temperature. (The Signal Light will flash on and off during the cooking operation to show that correct temperature is being maintained).
2. Load griddle - cook according to recipe. Turn foods, halfway through cooking time, unless otherwise specified in recipe.
3. Each thermostatic control controls only a certain portion of the griddle. NOTE! At the end of each day's operation, turn all temperature controls to "OFF."

Cleaning

1. After each cooking load, carefully scrape the griddle surface with scraper or spatula to remove excess fat and food particles.
2. Whenever necessary, remove grease drawer. Empty in disposal (or wherever directed by your instructor). Wash in dishwasher or pot sink.
3. Wipe body clean with a damp cloth; dry.
4. Each week (or whenever necessary) clean griddle surface thoroughly, using pumice or griddle stone over surface. Rub with the grain of the metal while still warm. Avoid steel wool! After each thorough cleaning, the cooking surface must be re-seasoned.

The RANGE area of a kitchen produces most of the basic menu items, including soups, sauces, stews, gravies, newburgs, ragout and vegetables.



There are two basic styles of ranges:

1. Heavy duty: has either a solid hot top, or a set of open top burners or a solid griddle. An oven is usually found underneath the top, but it may have storage space, instead. Used for heavy production.
2. Restaurant or cafe : a smaller version of the heavy duty. Used for short order menus, or other kitchens which do not have heavy production.

The first hot top unit installed in a food service operation usually contains four open burners, used mainly for short order work. Further additions are usually flat tops for heavy duty, continuous cooking.

Operation

General hot-top work includes sauteing, braising, pan-frying, skillet work, stewing and stock pot work. Do not use for general griddling work, because the griddle takes care of that.

To operate, be sure the surface is clean of all grease and food particles. Place utensils so the hotplate is covered as much as possible. This prevents food from sticking and scorching. Set control at desired setting. A signal light will flash on then go off when the pre-set temperature is reached.

The cooking operations described below requires quick changes from high to low heat. With many ranges, you can set different sections at different temperatures, so utensils may be moved from one section to another to change the speed of cooking.

1. Sauteing (frying in a small amount of fat):
   Heat fat in a frying pan on high heat. When fat is hot, switch to low heat and add food. Brown one side, turn and brown on second side. A flat-bottomed pan is recommended for sauteing (If a warped pan is used, food will be browned unevenly).

2. Pan-broiling (cooking in a frying pan with no fat):
   Heat frying pan on high heat. Rub hot pan lightly with fat to prevent meat from sticking. Add meat and brown on one side. Turn and brown on second side. Pour off fat as it accumulates.

3. Stewing (browning in a small amount of hot fat then cooking with liquid in a covered utensil):
   Season meat and dredge in flour, if desired. Brown in hot fat and add liquid. Cover. Leave on high heat until food reaches cooking temperature, then switch to low heat for the slow cooking that produces tender foods. Meats can also be braised in the oven, with a covered pan, after browning on the surface unit.

4. Stock kettle work:
   Use high temperature setting to start food boiling. Use high heat only until steam flows freely from edge of utensil cover; then switch to a low heat to continue cooking. If you are following a recipe, start timing when food reaches the boiling point.

5. Vegetable cookery requires very small amounts of water. Excess water wastes time and electricity and soaks out valuable food contents. When the water boils, switch to low heat.

*NOTE! Select utensils with flat bottoms, straight sides and tight-fitting lids. Utensils should be as light as possible, but heavy enough to hold their shape with constant use.

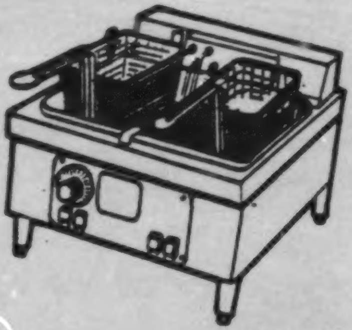
Cleaning

Wipe off all spills and boilovers immediately. If spills are left to bake and harden during cooking, the cleaning will be very difficult. Do not sling water over range tops at any time, as it will damage them.

1. Range top: remove all foreign matter after each use. Scrape lightly with a wire brush, if necessary.
2. Washing: clean all exterior surfaces daily, using a damp cloth and a mild soap or detergent. Follow with another clean, damp cloth, then dry. This daily treatment will ward off grease accumulation, which may form a hard-to-remove stain if left on too long.
3. Grease stains: Remove with a damp cloth and mild non-abrasive scouring powder. Rub lightly until the stain is gone. Follow with a clean, damp cloth, then dry.
4. Polished steel surfaces: clean with a damp cloth and polish with a soft dry cloth. Remove discolorations with a non-abrasive cleaner.
5. Knobs and switches: wash, dry and polish with a soft cloth. Avoid gritty soaps or harsh cleaners.

INFORMATION SHEET #2 (Continued)

FRYERS are usually employed to deep-try such common menu items as potatoes, fish and seafoodm chicken and doughnuts.



There are four basic types of fryers:

1. Conventional model-ranging is size from 11"X 11" to 24" x 24". They may be free-standing or built-in single or mutliple units.
2. Pressure model has a tightly-sealed lid to hold moisture in the food, even though the coating is still crisp.
3. Semi-automatic high production model - turns out continuous batches on a conveyor.
4. Automatic model - at the press of a button, a cycle is started, which automatically lowers the basket into frying fat, fries foods, then raises basket to drain position.

Fat for the fryer: Fats and oils used in deep-frying must have different qualities than those used for other cooking purposes. They must have a high smoke point and resistance to breakdown. Vegetable oils are rated higher in these qualities than butter or animal fats. Semi-solid fat or liquid oil are the easiest to handle.

Foods and Practices That Cause Fat to Breakdown:

1. Heating the fat too hot (will give off an irritating thin smoke) or keeping the fryer hot for long periods of time without adding food to be fried.
2. Frying foods that contain a lot of moisture (e.g. raw potatoes).
3. Leftover bread crumbs or other food particles.
4. Salt; DO NOT salt foods over the fryer.
5. High copper content of oysters.
6. Not filtering the fat properly and frequently.
7. Scorching the fat.
8. Not having proper fat "turnover."

Operation

1. Add fat/oil.
   a. If solid, set thermostat at 200°F until enough melts to cover heating elements. Keep packed around heating elements until melted.
   b. If liquid, set temperature dial to desired temperature for food to be fried.
2. Preheat fryer to desired temperature.

INFORMATION SHEET #2 (Continued)

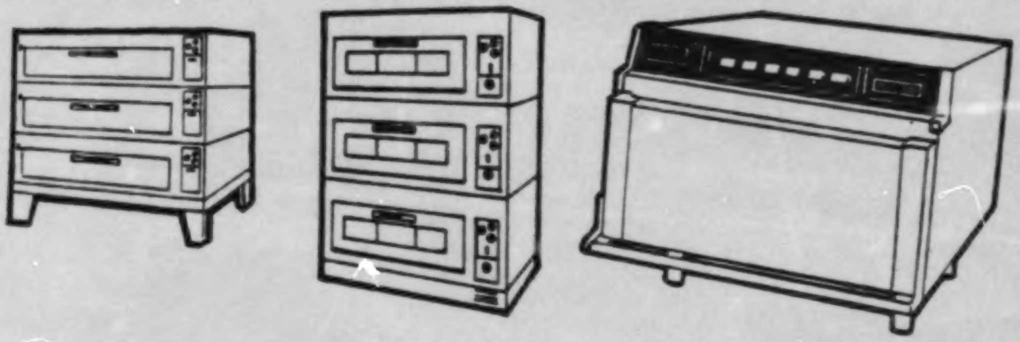
3. Prepare food:
   a. Drain and wipe raw, wet foods.
   b. For breaded foods, dip with one hand and bread with the other.
   c. Have the same size pieces in one basket.
4. Load baskets: (Be careful not to overload!)
   a. ½ to 2/3 full.
   b. pieces should not touch.
5. Lower baskets carefully into fat to prevent splattering. If your fryer has an automatic basket lift:
   a. Place timer dial to desired frying time and press timer button. Lift mechanism will lower basket.
   b. After preset time has elapsed, lift mechanism will raise basket out of shortening.
6. Cook as required.
7. Special processing:
   a. Doughnuts and fritters: turn only once during frying.
   b. Potatoes and onion rings: shake basket several times in a manner that prevents grease splattering.
   c. Carefully drop batter-covered foods individually into the shortening well or the basket,after the basket is covered by shortening.
   d. Foods such as corn-on-the-cob must be submerged during frying to insure uniform processing. Cover bottom of basket with corn, then stack a second (empty) basket on the corn to keep the product submerged.
8. Remove baskets used,immediately after frying.
9. Hang baskets to drain, on side basket supports.
10. Remove food.
11. Season food as necessary after removing it from fryer.
12. Add fat/oil as necessary for return to proper level. (Fat dissappears due to food absorption of the fat). In a commercial situation, at least 15% fresh fat should be added daily.
    *NOTE: Some models have a high-limit thermostat switch which kicks on if the fryer overheats. If this happens, press the RESET button to resume cooking.

Cleaning

1. Heating element: lift to raised position, allow to drain and burn clean by heating at 400°F for 2 minutes. Turn off fryer and allow to cool. Brush with a soft wire brush.
2. Strain and empty fat/oil as instructed by your teacher/manager (different businesses use different methods).
3. Remove fat/oil container, crumb tray and fry baskets. Clean them as you would other utensils.
4. Clean fryer well with detergent and hot water. Rinse with water/vinegar solution. Rinse again with water.
5. Clean outer surfaces with a damp cloth. Then polish with a soft, dry cloth. DO NOT use an abrasive cleaner.
6. Replace all parts.

INFORMATION SHEET #2 (Continued)

OVENS provide the main method of dry heat cookery in food service operations. They are used to bake, roast, oven-broil, oven-fry, cook casseroles and reconstitute pre-cooked, frozen foods. The source of power is either gas or electricity.



The method of heat supply is either conventional, convection, or microwave.

1. Conventional:
   a. Heat is applied to the outside of the food and then moves to the center.
   b. May be arranged as decks stacked two to four decks high or under a range top.
   c. Grease and spills soil the bottom surface only.
   d. Know the thermostat of your oven: they can be 50°F over and under the desired setting. Controls located above the door will be affected by opening the door or escaping air.

2. Convection:
   a. A fan continuously moves heated air across the cool surface of the food, causing the temperature of the food to rise more rapidly than in the conventional oven.
   b. Have a short preheating time and a quick recovery between loads.
   c. Grease and spills soil all six surfaces.
   d. Both time and temperature adjustments must be made, reduce temperature 50-75°F and reduce time about 30%.

3. Rotary:
   a. A wheel mechanism moves the product through the heated chamber.
   b. One door provides access to all shelves; each shelf advances until it is in position at the door, so food can be easily put in or taken out.
   c. Very useful when large amounts of food need to be baked.

INFORMATION SHEET #2 (Continued)

4. Microwave:
   a. Microwaves (radiant energy) penetrate the entire food item and are coverted into heat. Thus, food cooks from the inside out and does not brown on the outside.
   b. There is no thermostat to set; the power level is constant and the degree of doneness is determined by the length of time the food is in the oven.
   c. There is no preheating; do not start the oven without some food or moisture in it.
   d. The oven will not operate unless the door is closed and will turn off automatically when the door is open.
   e. Food may be placed on paper, glass, porcelain or ceramic. DO NOT use metal or foil.

Operation

1. In 2-deck sections, load the lower compartment (which contains the thermostat element) first.
2. Load each shelf evenly, spacing pans away from each other and the side of the oven.
3. Never add material to a section after food has already started to cook.
4. Open doors as seldom as possible, while food is in oven.
5. For firm bottoms and light tops, preheat oven to 30°F above desired temperatures; turn control down to desired temperature after loading.
6. For firm tops, turn thermostat to 25°F above desired temperature for final 10 minutes of baking.
7. To minimize heat loss from an open oven, load oven as quickly as possible.
8. Keep oven door closed when preheating. Light goes off when desired temperature is reached.
9. When not in use, turn all switches to "OFF."

Cleaning

1. Keep inside of oven and decks wiped clean to avoid spotty heating, particularly around door opening and edges. When cleaning your oven's interior, use a stiff wire brush or spatula to loosen spillage, and sweep clean. NEVER POUR WATER, OR USE A SOAKING WET RAG INSIDE YOUR OVEN.
2. To remove hardened food spillage, sprinkle salt on the hardened particles. Turn the thermostat to 500 degrees. Close oven door and allow oven to idle until spillage has carbonized (charred) completely. Then scrape surface clean with spatula or blunt knife.
3. To keep stainless steel front bright and gleaming at all times, just clean regularly with a damp cloth and polish with a soft, dry cloth. To remove discolorations which may have formed when regular cleaning was neglected, use any detergent or plain soap and water. For particularly stubborn discolorations, a self-soaping scouring pad may be used.

*NOTE! Always rub with the "grain" in a horizontal direction.

CONSUMABLE

WORKSHEET #2

Directions: Read each statement below, and circle the correct answer.

1. The griddle (should, should not) be re-seasoned after each thorough cleaning.
2. A heavy-duty range is used in kitchens where food is cooked in (large, small) quantities.
3. A signal light flashing on and off during operation indicates that the broiler (is, is not) working.
4. Foods in a fryer basket should be the (same, different) size.
5. In microwave heating, food cooks from the (outside, inside).
6. Broilers (should, should not) be cleaned with abrasive cleansers, such as Comet and Ajax.
7. The accuracy of controls located above the oven door (will, will not) be affected by opening the door of the heated oven.
8. A rotary oven is very useful when baking (large, small) amounts of food
9. The grease drawer of the broiler (should, should not) be cleaned after every use, and during use if full.
10. When fryers are not in use, heat should be (left on, turned down).
11. The inside of the oven should be cleaned with (soap and water, abrasive cleanser).
12. Removable parts of the fryer (should, should not) be cleaned in the dishwasher.
13. (Seasoning, Stoning) the griddle involves heating a light film of oil over the entire griddle surface.
14. In (microwave, conventional) cooking, heat is applied to the outside of the food and then moves to the center, causing food to brown on the outside.
15. In comparison with the conventional oven, foods cooked in the convection oven must be cooked at a (lower, higher) degree of both time and temperature.

WORKSHEET

#3 INFORMATION SHEET

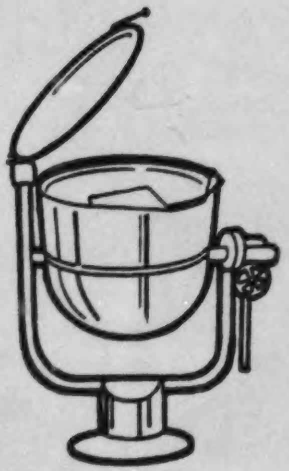
Steam Equipment

Steam cooking equipment is very valuable in the commercial kitchen due to the characteristics of steam. Heat from steam, produced by boiling water, is 6 times hotter than water itself. Build up of steam pressure reduces cooking time, provides moist heat, and does not dry out products prepared. The heat in steam stays at a constant temperature without variation.

There are 2 basic types of steam equipment (each available in various sizes):

I. Steam-jacketed kettle (similar to the home double boiler) - The steam does not come in contact with the food; it is trapped between two bowls.

II. Steam cooker (similar to the home pressure cooker) - The steam comes in contact with the food.



When steam enters the STEAM-JACKETED KETTLE, it touches the inside bowl and turns back into droplets of water. As this happens, the heat from the steam is transferred from the metal to the food being cooked. The droplets of water run off through an outlet valve. To produce a specific temperature, the steam inlet valve is opened to various degrees: all the way - to bring water to boil quickly or partially - to simmer.

There are basically three types of steam-jacketed kettles:

The deep type used for general purposes; the shallow type used for poultry and delicate meats; and the trunion or tilting type used for thick, viscous (pourable) products. Steam jacketed-kettles may be used to cook soups, sauces, pie fillings, braise meats, stew, puddings, vegetables and gravies. Their capacity ranges from 4-qt. table models to 100-gal. floor models.

Cook in Deep Steam Kettles:

Vegetables, rice, spaghetti, noodles, macaroni, dried beans, puddings.

Cook in Shallow Steam Kettles:

Braised beef or veal, roasting pork, ham or lamb, pork chops, Swiss steak, heart, liver, kidney, simmering large cuts of meat, corned beef, stock, gravy.

Cook in Tilting, Table Model Steam Kettles:

Eggs, vegetables, cereals, puddings, pie fillings, syrups, sauces, soups, stewed fruits, salad dressings, foods to be reheated, heating canned foods, lobster and shrimp.

Operation

1. Select proper size and style kettle for food to be prepared.
2. Add food and amount of water needed.
3. Release enough steam through inlet valve to heat bowl and contents to desired temperature.
4. Cook until done. (May or may not close lid of kettle. Follow recipe directions).
5. Close steam inlet valve and remove prepared food.

*NOTE:
1. Large kettles will have a drain in the bottom to allow the food and/or water to be transferred into pans.
2. Trunion or tilting kettles will have a pouring lid to allow food and/or water to be transferred to pans.

Cleaning

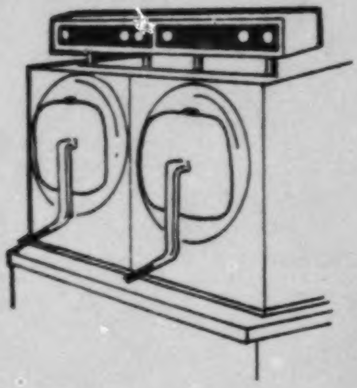
Steam equipment must be cleaned every time a food is prepared. Whenever possible, turn steam off before draining what you have been cooking- to prevent food sticking to the sides as the level does down. (If food has dried on the kettle, fill it with water above cooking line and turn on steam to heat the water for soaking. After soaking, open drain, scrub with a fine metal sponge or brush).

INFORMATION SHEET #3 (Continued)

1. Close drain; pour in bucketful of hot soapy water. Scrub inside of kettle then scrub outside of kettle.

2. Open drain. As soapy water runs out, plunge a bottle brush in and out (to clean drain pipe and valve).

3. Be sure kettle is thoroughly rinsed, inside and out. Wipe dry.



When cooking in a STEAM COOKER, the amount and length of time steam pressure is needed varies. Different types and amounts of food have different requirements for proper steaming. Steam is trapped in the steam cooker in direct contact with the food. Various sizes of pans are used to hold food prepared in a steam cooker.

Basically, there are two types of steam cookers: a smaller, high-compression unit and the compartment steamer. The high-compression unit cooks more quickly and under more steam pressure than the compartment steamer. The compartment steam cooker is used for larger batches of food, while the high-compression unit is used for frequent cycling of small batches and reheating foods.

Cook in a steam cooker:

Vegetables, potatoes, rice and beans, meat, hard and soft cooked eggs, poultry, fish and seafood, apples, cereals and pasta.

Operation

1. Place item to be cooked in pan or other container of proper size and depth and place in cooking chamber of steamer.
2. Check the safety catch and tighten the door of chamber.
3. When tightly sealed, set the timer and pressure gauge (if possible).
4. Allow food to cook directed length of time.
5. When done, shut off steam, loosen door latch, release safety catch and withdraw food.

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S.24

INFORMATION SHEET #3 (Continued)

NOTES! 1. Do not let steam pressure drop too rapidly as it will affect product quality.
2. Charts for suggested cooking times of various foods may be found in various quantity foods texts.

Cleaning

Basically, self-cleaning, a steam cooker may need occasional thorough cleaning with soapy water. To do this:

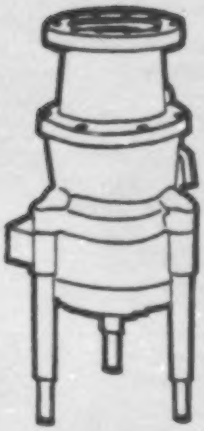
1. Turn off steam and allow to cool.
2. Open door and remove shelves.
3. Wash shelves with soapy water, a gong brush and clean cloths.
4. Rinse and allow to air dry.
5. Scrub inside and outside chamber.
6. Rinse and close door.
7. Turn on steam for one minute.
8. Open and allow to air dry.
9. Replace shelves and leave door slightly open.

#4 INFORMATION SHEET

Cleaning Equipment

The WASTE DISPOSAL grinds and flushes away food waste, but NOT china, metal, rags, paper, or other non-food items.

CAUTION! Before operating the disposal be sure it is clear of any non-food items. NEVER put your fingers/hands inside the disposal.



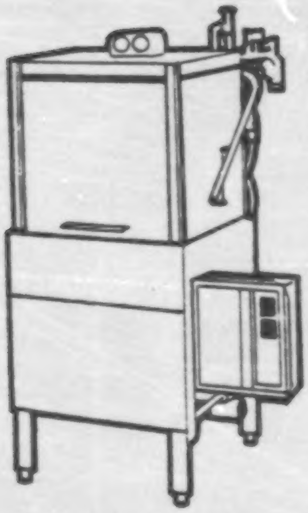
Operation

1. Start the disposal and water (in some units, the two work together automatically).
2. Feed food waste into disposal. Allow disposal to run for a time after grinding is finished, to be sure waste is totally flushed away. If food waste is left in the disposal, it will create an unpleasant odor.

Cleaning

1. For light cleanup, grind ice and lemon through the disposal.
2. For thorough cleaning, use a stiff brush with strong soap and hot water solution. DO NOT flush chemicals or drain-cleaning compounds through the disposal.

REMEMBER! NEVER REACH INSIDE THE DISPOSAL WHILE IT IS OPERATING!



Cleaning and sanitizing equipment is very important to food service workers, for both efficiency and cleanliness. The equipment needed may include the three-compartment sink (for washing large pots by hand), a prewash unit (to improve the dishwashing procedure) and dishwashers/dish machines.

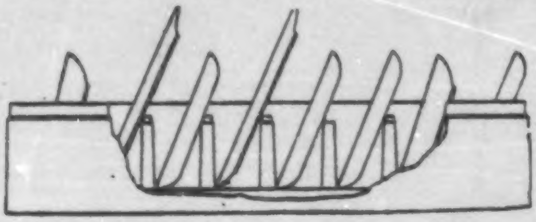
There are four basic types of dish machines:

1. Single tank washer - has a wash cycle and a rinse cycle.
2. Single tank conveyor - has a power wash unit and a rinse unit. It has curtains at either end, because racks are automatically pushed out onto the dish table.
3. Double tank conveyor - has a power wash unit, power rinse unit and final rinse unit.
   Note! A prewash unit may be added to either of the conveyor types.
4. Flight unit - has a prewash, power rinse, and final rinse unit. This is used when washing a large amount of dishes that are different sizes.

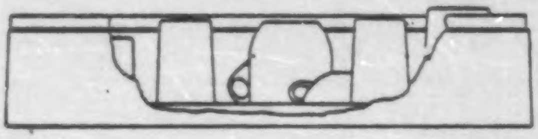
Operation

1. Make sure all machine parts/units are ready to use.
2. Unless an automatic detergent dispenser is available, add the amount of detergent necessary. Replenish as needed.
3. Close the operating door (which automatically closes the drain).
4. Push and release "ON" switch. Push and release timed-full switch to start automatic fill operation. Wait a full 2 minutes for the timed-fill cycle to complete and shut off.
5. Wash thermometer should register between 150°-160°F during wash cycle. Rinse thermometer should register 180°-195°F during rinse cycle. A booster heater provides the high temperatures, which are necessary for proper dishwashing and sanitizing.
6. Stack dishes in racks, so water can reach both sides of every dish.

a. plates and flat dishes in mixed dish rack, standing up edgewise.



b. cups, glasses and bowls in cup/glass/silver rack, with open side down.



c. silverware and small pieces in cup/glass/silver rack, scattered loosely over the bottom.

7. After filling rack, raise doors and slide rack into dishwasher. Close doors.
8. a. Automatic Cycle: set cycle switch on automatic. Set wash/rinse switch on "off." Close door, to start cycle. When pilot light goes off, cycle is finished.
   *Note! If you must stop the cycle to add a dish, turn off power switch, wait 5 seconds, add the dish and close door - A complete cycle will begin.
   b. Manual Cycle: set cycle switch on manual. Set wash/rinse switch on wash. Close door. When ready to rinse, set wash/rinse switch on rinse for time desired.

Cleaning

(See Module #14, Cleaning and Sanitation)

WORKSHEET #3

Directions: Read the questions below carefully. Answer each in the space provided.

1. What are the two types of steam equipment?

2. Does the steam-jacketed kettle trap heat in direct or indirect contact with food? the steam cooker?

3. What varies when cooking food items in the steam cooker?

4. What foods may be cooked in a steam-jacketed kettle? a steam cooker?

5. What is the important safety precaution to remember when using the waste disposal?

6. What must run with the waste disposal to insure proper flushing and prevent damage to the disposal?

7. How hot should the wash water in a dishmachine be?

8. How hot should the rinse water in a dishmachine be?

9. What is the important thing to remember when stacking dishes in dish machine racks?

10. What happens if the automatic cycle of the dish machine is stopped, then started again?

ACTIVITY #1

Directions: See how many different pieces of equipment you can find in your classroom laboratory or kitchen. List them on another sheet of paper. Check your list with your instructor's list.

*NOTE: Using the module as a guide, identify the basic type of each piece of equipment you find.

POST-TEST

Large/Small Equipment

Directions: Identify by name the following pieces of large kitchen equipment. Then write the letter describing its use in the parentheses ( ) provided beside each blank.

USES

a. used to slice foods
b. used for cooking food in its own juices, rather than in fat, using high heat
c. used to brown bread slices and/or buns
d. used to deep-fry potatoes, fish and other foods
e. uses different beaters to blend various dough and batters
f. cleans and sanitizes kitchen and service equipment
g. used for frying such foods as hamburgers, eggs, and pancakes
h. used to cut or chop foods into small pieces
i. produces basic menu items, such as soups and sauces
j. used for cooking food in moist heat at a constant temperature
k. used to perform various operations, including whipping, shaking, combining, grinding
l. grinds and flushes away food waste
m. used to bake, roast, broil, fry various foods

1.

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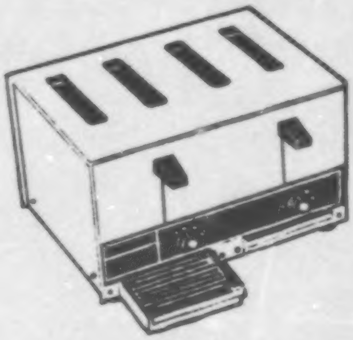

2.

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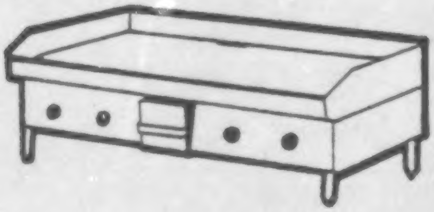

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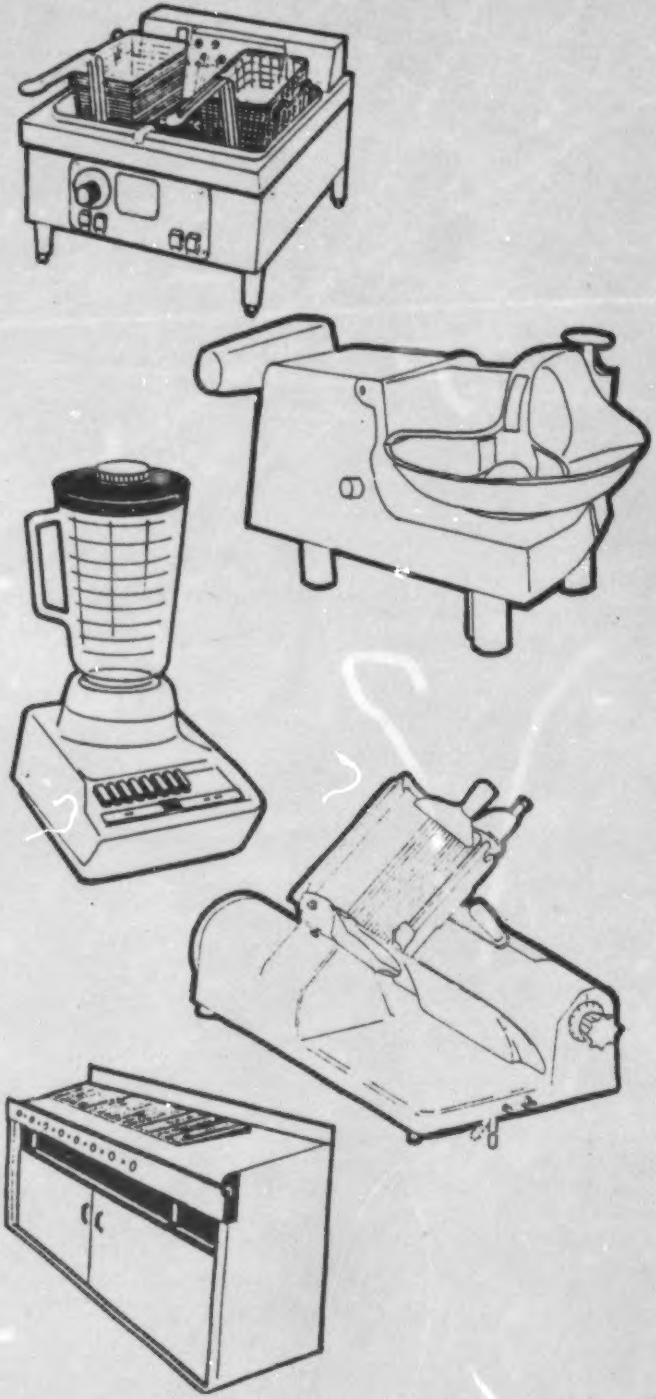

3.

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4.

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5.

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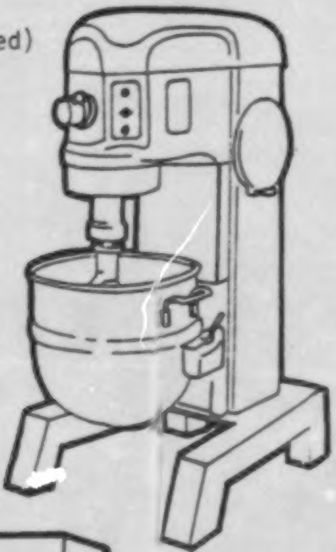
POST-TEST (Continued)



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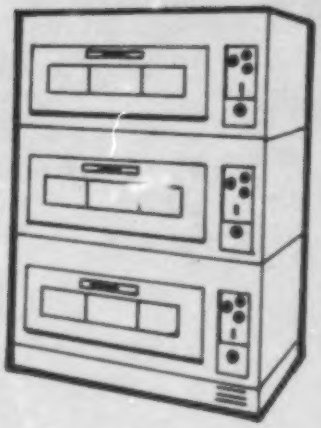

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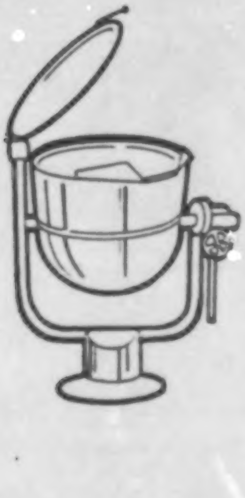

10.

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POST-TEST (Continued)

11.

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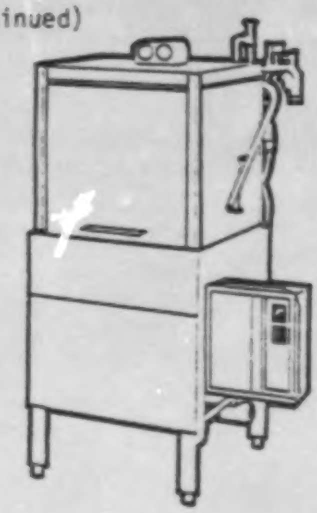

12.

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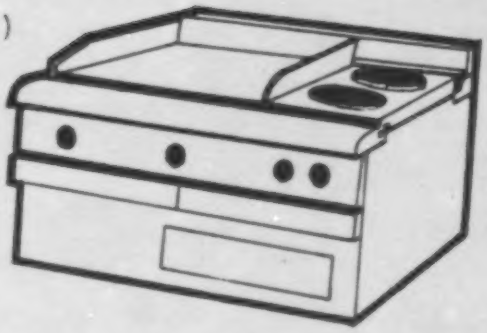

13.

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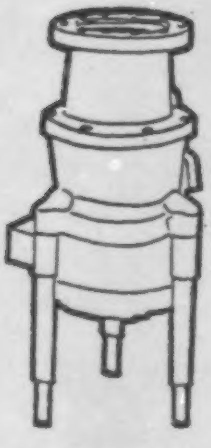


WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) h, (2) c, (3) k, (4) b, (5) g, (6) m, (7) a, (8) l, (9) i, (10) d, (11) f, (12) e, (13) j

II. (1) Boiler, (2) food chopper, (3) toaster, (4) slicer, (5) fryer, (6) steam-jacketed kettle, (7) griddle

WORKSHEET #1

(1) True, (2) False, (3) False, (4) False, (5) True, (6) True, (7) False, (8) False, (9) False, (10) True, (11) True, (12) True, (13) False, (14) False, (15) True, (16) True, (17) True, (18) True, (19) False, (20) False

WORKSHEET #2

(1) should, (2) large, (3) is, (4) same, (5) inside, (6) should not, (7) will not, (8) small, (9) should, (10) turned down, (11) soap and water, (12) should, (13) seasoning, (14) conventional, (15) lower

WORKSHEET #3

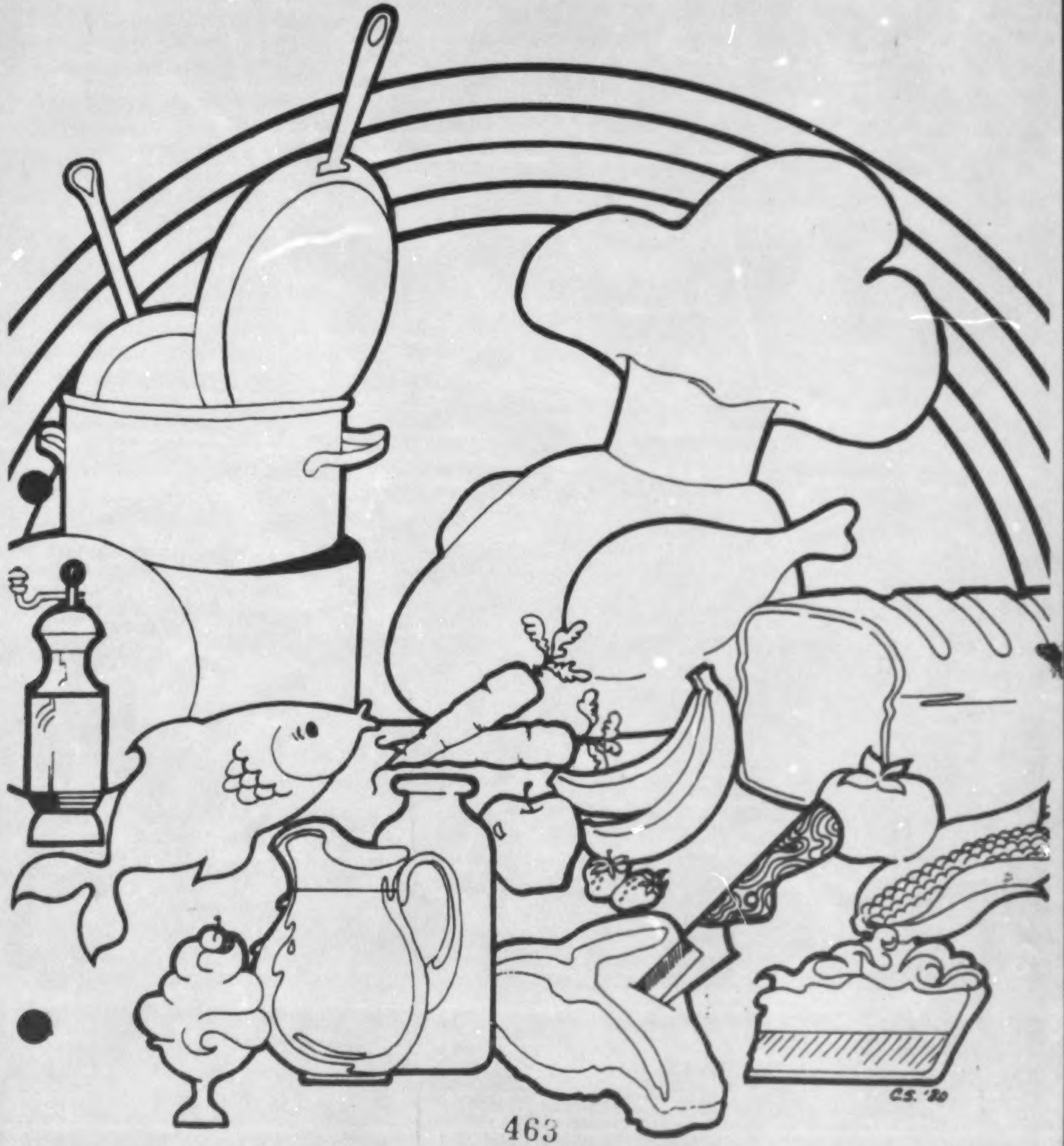
(1) Steam-jacketed kettle, steam cooker
(2) Steam-jacketed kettle -indirect contact
Steam cooker -direct contact
(3) Amount and length of time steam pressure is needed
(4) Steam-jacketed kettle - vegetables, noodles, braised meat, stock, cereals, pudding
Steam cooker - vegetables, potatoes, meat, eggs, cereals, pasta
(other answers possible).
(5) Never reach your hand inside the disposal
(6) water
(7) 150-160°F
(8) 180-195°F
(9) Water must reach both sides of every dish
(10) A new cycle starts again

POST-TEST

(1) Toaster - c, (2) griddle - g, (3) fryer - d, (4) food slicer - h, (5) mixer - e, (6) slicer - a, (7) broiler - b, (8) mixer - e, (9) oven -m, (10) steam-jacketed kettle - j, (11) dish machine - f, (12) range/hot top - i, (13) waste disposal - l

Food Service Worker

MODULE 17: UTENSILS/TOOLS



UTENSILS/TOOLS

Competence Area: E. Large/Small Equipment, Utensils and Tools

Competency Statement: 2.00 Use And Clean Utensils And Tools

		Level
Tasks:	.01 Identify various types of utensils and tools	Basic
	.02 Use and clean utensils and tools	Basic

Specific Student Performance

Given 27 utensils and tools typically found in commercial kitchens, the student will correctly identify and describe how to use 25 of them.

Prerequisites: Modules #1-8, 10, 14-16

LEARNING HIERARCHY

Specific Student Performance

Given 27 utensils and tools typically found in commerical kitchens, the student will correctly identify and describe how to use 25 of them.

Performance Objective

Demonstrates the use and care of tools and utensils.

Enabling Objectives

Identifies appropriate use and care of tools and utensils.

Identifies tools and utensils by name.

States rules for using and caring for tools and utensils.

States uses of tools and utensils.

States names of tools and utensils commonly found in commercial kitchens.

States definition of tools and utensils.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for the module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Request post-test from instructor - complete. Consumable.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce the concept, you may use worksheets #1 and #2.
2. Make transparencies of the information sheets. Have students view transparencies as you discuss each tool/utensil/(name and use).
3. Have students watch demonstrations by you (or select students) on the proper use and care of tools and utensils.
4. Discuss where and how small equipment should be stored (kitchen photographs from magazines can be helpful here).
5. Have a "Scavenger Hunt": Divide class into small groups. Have each team collect the items on the small equipment list from the kitchen. When all items have been collected, have each student define and describe the use of at least one item.
6. Discuss selection of appropriate equipment for the task to be performed. Summarize by having students prepare three samples of a cake mix. Bake one in the right size pan, one in a pan too small, and one in a pan too large. Compare results.
7. Direct each student to complete post-test. Collect and evaluate.
8. Direct each student, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Exploring Professional Cooking, 1980 edition.

PROCESS SHEET (Continued)

   b. *Food Service Careers*, 1979 edition.
   c. *Preparing For A Home Economics Career*, 1979 edition.

II. Audio-Visual Aids

   a. Filmstrips - *Food Service Skills And Equipment: Knives, Tools and Measuring Devices*
   (From Prentice-Hall Media, Inc., 150 White
   Plains Road, Tarrytown, NY 10591)
   - *Food Service Equipment Filmstrips: Kitchen Tools Series*
   - *Small Kitchen Equipment Series: Kitchen Gadgets*
   (From Career Aids, Inc., 8[illegible]0 Lurline Ave., Dept
   V14, Chatsworth, CA 91311)

III. Activities

1. Take a field trip to observe use of large and small equipment in a school cafeteria or foodservice establishment. (You may use worksheets #1 and #2 or the outline of equipment in the teacher's module as an aid for this trip.)
2. Have students divide into small groups to display and label pieces of small equipment, or to create a bulletin board of small equipment, "What's My Line?"
3. Play the "Tools of Cookery Relay"(see resource item).

TOOLS AND UTENSILS LIST

This is a list of small equipment, described and illustrated in this module (knives and measuring tools are included in other modules).

TOOLS

Cutting (excluding knives)/Scraping

1. Apple corer
2. Cutting board
3. Egg slicer
4. Grater
5. Melon baller
6. Vegetable peeler
7. Utility scissors

Stirring, Lifting, Turning, Serving

1. Dipper
2. Ladle
3. Spoons (solid, slotted, perforated, wooden)
4. Tongs
5. Turner (offset and spatula)
6. Two-tine fork

Other

1. Cookie and biscuit cutters
2. Dough scraper
3. Funnels
4. Metal spatula
5. Pastry bag
6. Pastry blender
7. Pastry brush
8. Pastry tips
9. Pie or cake marker
10. Rolling pin
11. Rubber spatula
12. Vegetable brush
13. Wire whisk

UTENSILS

Straining/Draining

1. Colander
2. China cap
3. Food mill
4. Strainer

Food Preparation, Service And Storage

1. Bins
2. Cake pans
3. Casseroles
4. Cookie sheets
5. Double boiler
6. Dutch oven
7. Fry pan
8. Mixing bowls
9. Muffin tins
10. Pie pans
11. Roasting pan
12. Salad molds
13. Sauce pan
14. Stock pot
15. Tray
16. Tube cake pan
17. Utility bake pans

CONSUMABLE

PRE-TEST

Utensils/Tools

I. Fill in the blanks with the correct word. (utensils or tools)

1. Small kitchen equipment used in the hand are __________.
2. Containers used for cooking, mixing, combining, straining or storing food, and cleaning up are ________________.

II. A. Write the correct name of the utensils/tools in the blank under each picture in Column II.
B. Match the tasks in Column I with the utensil/tool in Column II. Place the letter of the correct answer in the space to the left.

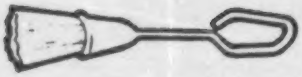
Column I

_____ 1. Used to serve food and control portions.
_____ 2. Used to pick up and serve foods without using hands.
_____ 3. Used for decorating cakes with icing, short cakes with whipped topping, etc.
_____ 4. Used to serve sauces, dressings and other liquids when portion control is desired.
_____ 5. Used to slip under and turn hot cakes, hamburgers, etc.
_____ 6. Used for simmering and boiling items, such as turkey, bones, ham and some vegetables.
_____ 7. Used for packing dry ingredients into measuring cups and leveling them off.
_____ 8. Used for cooking on top of the range when stirring and whipping are necessary.
_____ 9. Used to roll pie dough, biscuits, etc.
_____10. Used for roasting meats.
_____11. Used for brushing melted shortening on pastry.
_____12. Used to bake a tube cake.
_____13. Used to clean fruits and vegetables.

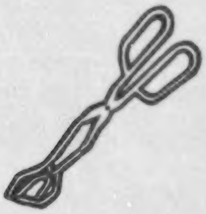
Column II

(See following pictures)

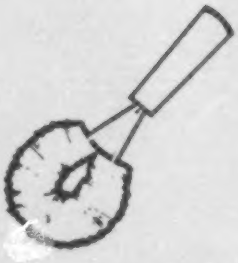
PRE-TEST (Continued)



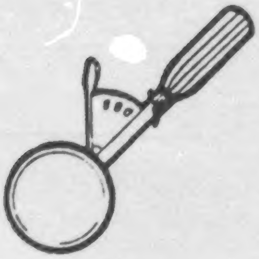
a. ____________



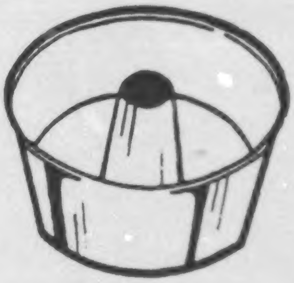
b. ____________



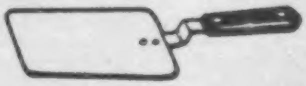
c. ____________



d. ____________

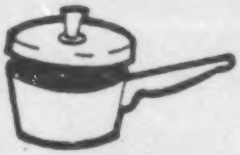


e. ____________

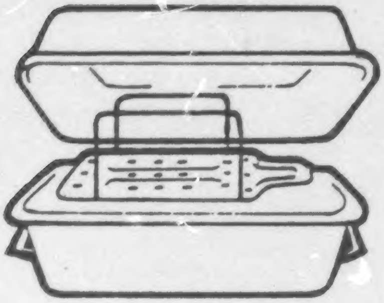


f. ____________

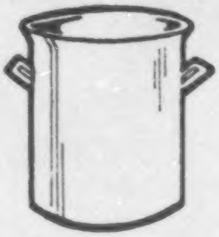
g. ____________



h. ____________

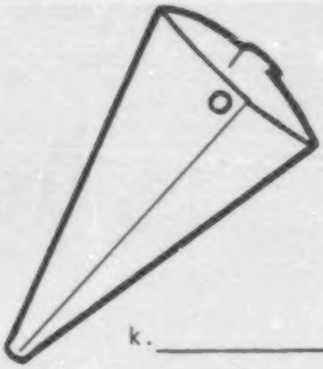


i. ____________



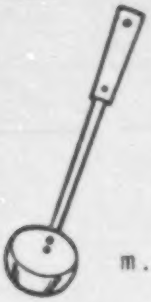
j. ____________

PRE-TEST (Continued)



k. ____________________

l. ____________________



m. ____________________

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Request post-test from instructor - complete.
7. Turn completed work in to instructor.
8. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

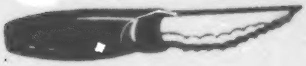
1. Equipment - Machines and tools you use to do work in the kitchen. Machines are "large" equipment, while tools and utensils are "small equipment."

2. Tools - Small equipment used in the hand, commonly found in both home and commercial kitchens.

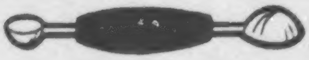
3. Utensils - Containers used for cooking, mixing, combining, straining or storing food and cleaning up.

#1 INFORMATION SHEET

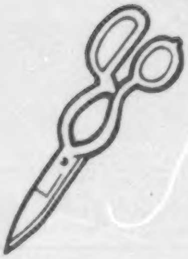
Cutting Tools



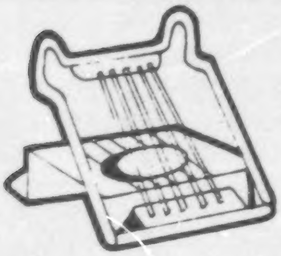
Apple corer - used to cut the core out of apples and to peel the skins.



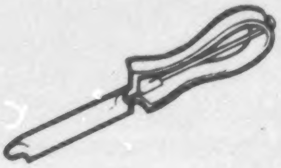
Melon baller - used to section soft fruit, such as melons, into small balls for fruit cups or salads. It should be made of stainless steel with a wooden or plastic handle.



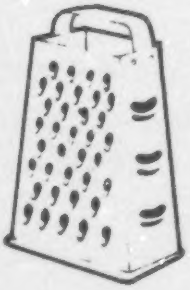
Utility scissors - used to snip parsley, cut radishes, rim pastry, as well as many other jobs. The scissors should have heavy straight blades of nickel or chrome plate.



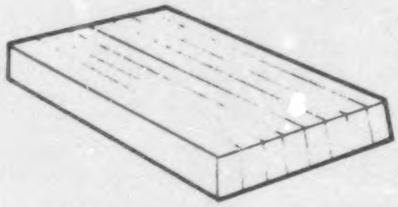
Egg slicer - used to slice eggs and soft fruits and vegetables into even slices for salads or garnishes. The cutters are of tinned wire set in stainless steel or aluminum.



Vegetable peelers - used to scrape vegetables and peel fruit. The best ones are made of stainless steel with a sharp double blade that swivels.



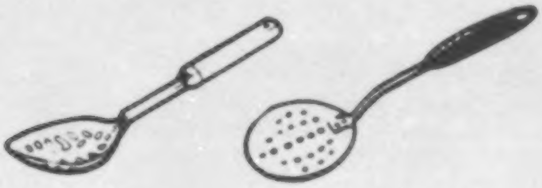
Grater - used to grate, shred, slice and serrate foods such as carrots, cabbage and cheese.



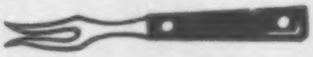
Boards - used for chopping, slicing and cutting all kinds of foods. They may be made of hardwood, but in food service they are made of plastic or hard rubber.

INFORMATION SHEET #1 (Continued)

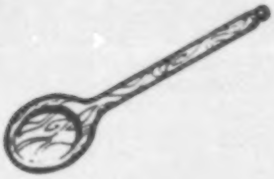
Stirring, Lifting, Turning, Serving, Spreading, Scraping Tools



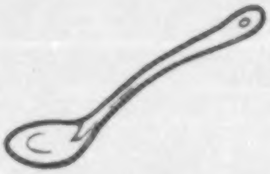
Slotted spoon - or Perforated Spoon - Used to lift foods out of the liquid in which they were cooked.



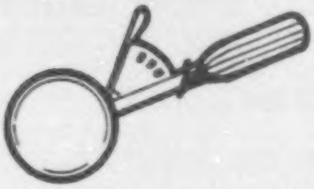
Two-tine fork - used to hold meats while slicing, and to turn solid pieces of meat while browning or cooking. Made of stainless steel with a heat-proof handle.



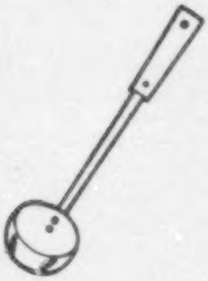
Wooden Spoon - Used for creaming, stirring, and mixing.



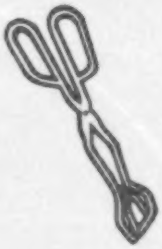
Solid Spoon - Used to spoon liquids over foods and to lift foods (including liquid) out of the pot.



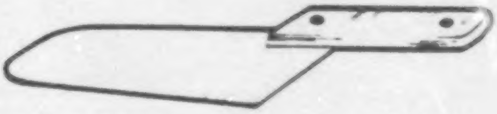
Dipper - used to control food portions in serving. Also called a scoop or disher.



Ladle - used to lift soups, gravies and sauces into servers. Made of stainless steel.



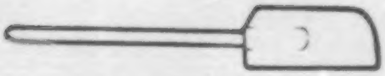
Tongs - used to turn food while broiling, and remove vegetables from hot liquid without using your hands.



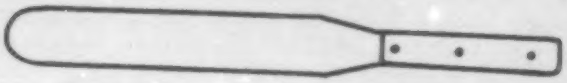
Turner - used to turn meats, pancakes, vegetables, and fruits while browning. It is made of stainless steel with a thin flexible blade. Also called an offset spatula.

INFORMATION SHEET #1 (Continued)

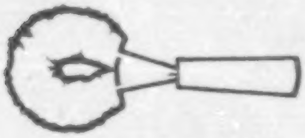
Other Tools



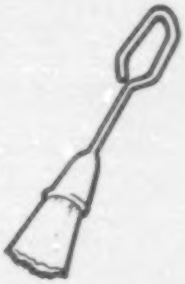
Rubber spatula - used for all scraping jobs. Plate scrapers have short handles, but those used for scraping out bowls should have 10-inch handles. The blades are made of rubber or plastic.



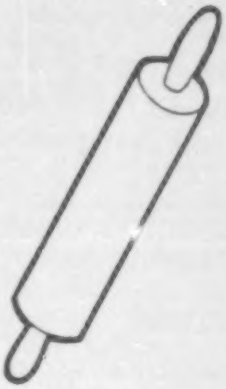
Metal spatula - used for packing ingredients into dry measuring cups and leveling them off or for frosting a cake. Made of a long, narrow metal blade that is dull on all sides.



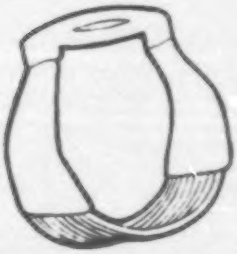
Vegetable brush - used to clean vegetables and fruits. The best ones have nylon or tampico bristles fastened in wood or plastic.



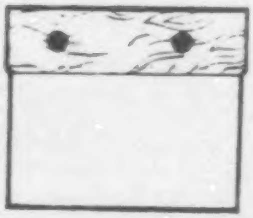
Pastry brush - used to brush melted shortening on pastry and dough. It is also used to spread thin icings. It is usually made of nylon bristles fastened in wood or plastic.



Rolling pin - used to roll out cookies, rolls, and pastries. The cylinder is made of wood or plastic with a steel center rod fastened into the handles at both ends. The best ones have ball bearings for smooth rolling in any direction.

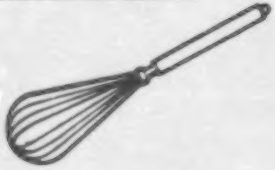


Pastry blender - used to cut shortening into flour for pastries and biscuits. The blades are stainless steel or chrome plate with a wooden or plastic handle.

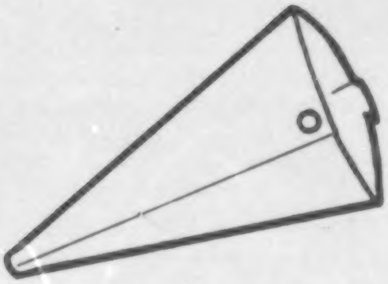


Dough scraper - used to scrape dough from the board after kneading and shaping. It has a broad, flexible, stainless blade in a wooden or plastic handle.

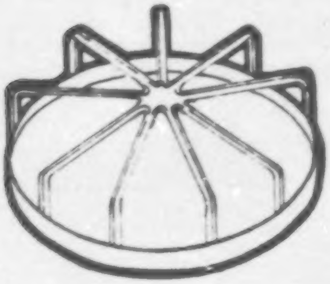
Other Tools (Continued)



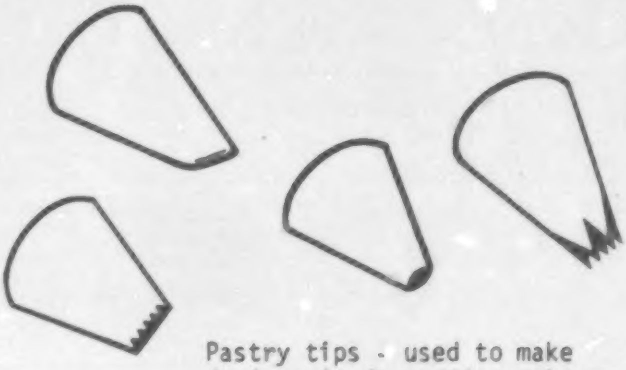
Wire whip or whisk - used for whipping eggs or batter, and for blending gravies, sauces, and soups. The beaters are made of looped steel piano wires which are twisted together to form the handle.



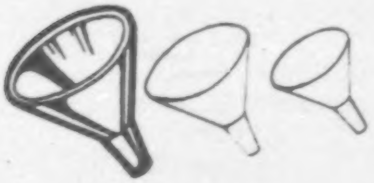
Pastry bag - used to hold icing or topping for decorating. May be cloth or paper.



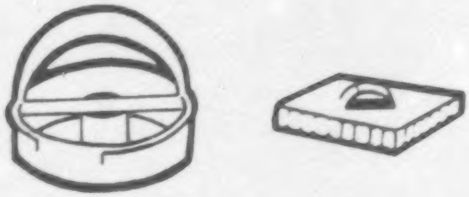
Pie or cake marker - used to mark pies or cakes in equal sections for cutting.



Pastry tips - used to make designs in decorating cakes, etc. Available in various sizes and designs.



Funnels - used to fill jars. They are made in various sizes.



Cookie and biscuit cutters - used to cut dough into various shapes.

CONSUMABLE

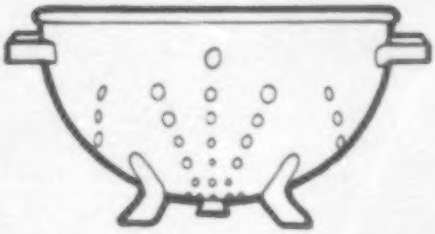
WORKSHEET #1

Directions: See how many tools you can find in the classroom laboratory or kitchen. List each tool under the proper heading, according to the job for which it is designed. Check the list with your instructor.

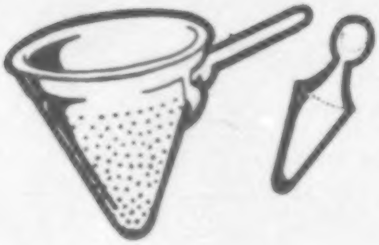
Cutting	Measuring
Stirring, Lifting, Turning	Other
Beating and Whipping	

(17) T.14
S.7

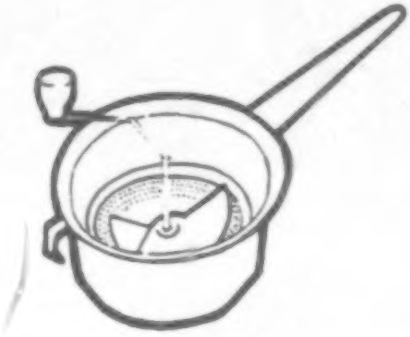
Straining/Draining Utensils #2 INFORMATION SHEET



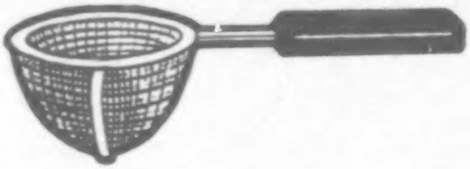
Colander - used to rinse and drain salad greens, berries and cooked foods. Colanders are made of aluminum or stainless steel. They have a perforated bowl with loop handles, and sit on feet.



China cap or Chinese strainer - used for straining soups and gravies, and for making purees. The best ones are of stainless steel. The size varies according to use. They are wedge-shaped with a wooden mallet for pushing the food through the strainer.

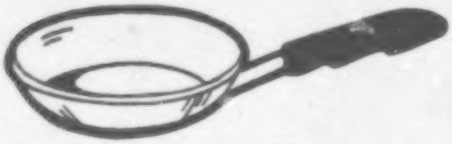


Food mill - used for mashing, straining, and pureeing. It is usually made of heavy, re-tinned iron with a revolving piece of metal and a handle on the top which pushes the food through the strainer.

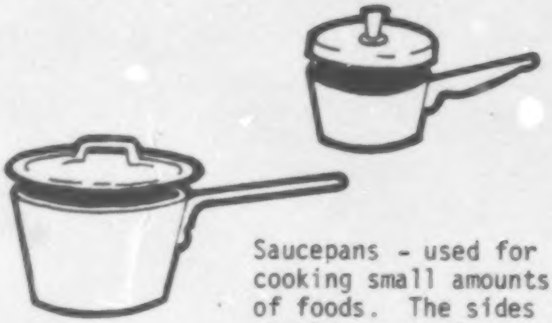


Strainers - used to strain food which is too fine for a colander. Made of aluminum or tinned iron mesh, strainers come in many different sizes.

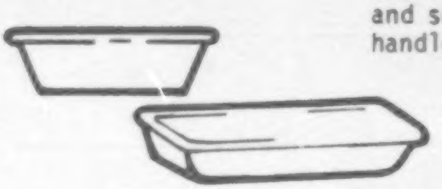
Food Preparation Utensils



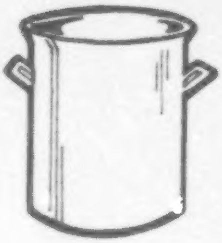
Fry pans - used for cooking foods in a small amount of fat (sometimes called skillets or saute pans.) They are made of aluminum, stainless steel, cast iron, or enamel ware. Available in various sizes.



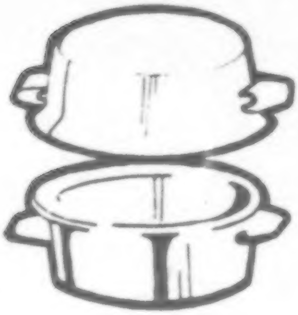
Saucepans - used for cooking small amounts of foods. The sides should be straight with rounded corners and seams. They have a handle and a cover.



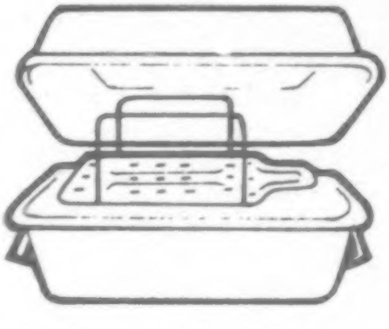
Utility bake pans - used for many different foods, such as cakes, gelatin salads, roasted meats, macaroni and cheese. They may be made of aluminum, enamelware, or stainless steel. Available in various sizes.



Stock pot - used for soups, stews, chili, spaghetti, or corn on the cob. Stock pots are made of heavy-gauge aluminum or stainless steel. They have deep, straight sides, handles, and a cover.



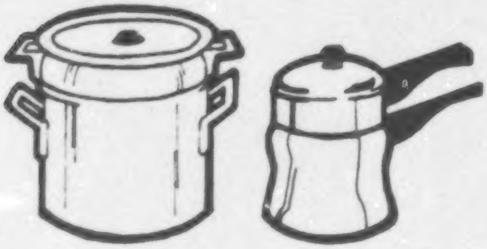
Dutch ovens - used for braising meats. They are made of heavy-gauge aluminum or enamelware with a close-fitting cover. In food service, this utensil is called a braiser.



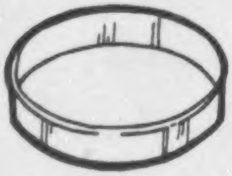
Roasting pans - used for roasting meats. Made of heavy-gauge aluminum or stainless steel. They should have a rack to hold the food above the juices, and deep sides with rounded corners. Many of them have a cover.

INFORMATION SHEET #2 (Continued)

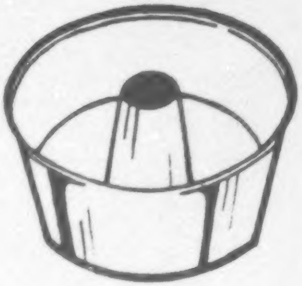
Food Preparation Utensils (Continued)



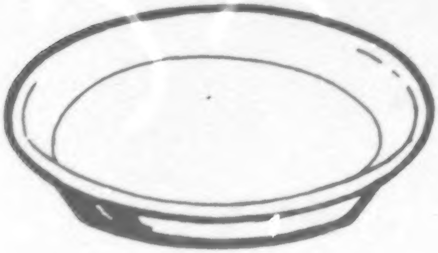
Double boiler - used when temperatures must be kept below boiling, such as for egg sauces, puddings, and to keep foods warm without overcooking. Double boilers are made of aluminum, stainless steel, or enamelware. They consist of two sections, the lower one to hold water, and the upper one to hold food. A cover is necessary. Available in various sizes.



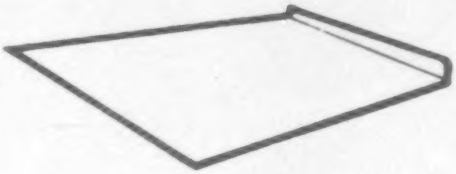
Cake pan - rounded ones used for layer cakes, and square ones used for coffee cakes or one layer cakes. Round cake pans are usually 8 or 9 inches in diameter with one-inch sides. The square ones are 8 to 12 inches square with 2½-inch to 2¼-inch sides and rounded corners.



Tube cake pan - used to bake tube cakes.

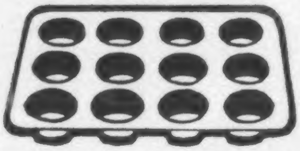


Pie pans - used for baking pies. They are made of glass, re-tinned iron, lightweight-gauge aluminum or stainless steel. Size may vary from 7 inches to 10 inches in bottom diameter.

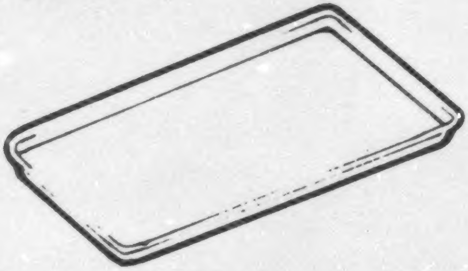


Cookie sheets (baking sheets or bun pan) - used for cookies, rolls, and biscuits. They are made of light or medium-gauge aluminum or stainless steel with or without sides. The size may vary from 14 to 26 inches long and 14 to 18 inches wide.

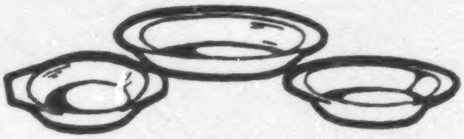
Food Preparation Utensils (Continued)



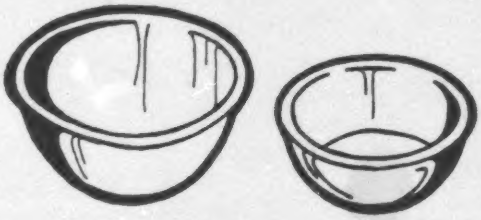
Muffin tin - used to bake muffins. Made of light or meduim-gauge aluminum or stainless steel. Various sizes available.



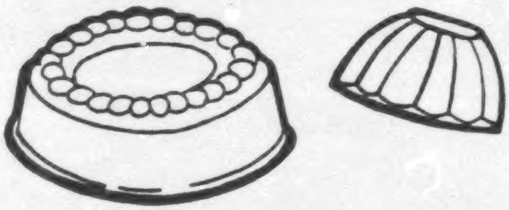
Tray - used for carrying equipment and supplies from central location to your kitchen unit.



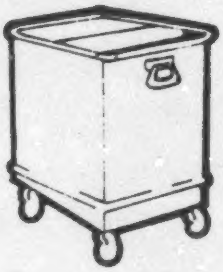
Casseroles - used for many baked dishes. They are made of glass, ceramic, or enamelware and should be attractive for table service as well as cooking. Available in various sizes.



Bowls - used for mixing and combining ingredients for many foods. They are made of stainless steel. These are available in many sizes.



Salad molds - used for gelatin salads and desserts. The better ones are of aluminum, either plain or coppertone.



Bins - used for storing large amounts of staples in commercial kitchens. They are made of plastic, aluminum, or stainless steel with close-fitting lids. Since they are large and heavy, they should be on casters for easy moving.

CONSUMABLE

WORKSHEET #2

Directions: See how many utensils you can find in the classroom laboratory or kitchen. List each utensil under the proper heading, according to the job for which it is designed. Check the list with your instructor.

Straining/Draining

Storage

Mixing

Other

Food Preparation

CONSUMABLE

POST-TEST

Utensils/Tools

I. Match the terms on the right with the definitions on the left. Write the letter of the correct answer in the blanks provided.

	DEFINITIONS	TERMS
_____	1. Machines and tools you use to do work in the kitchen.	a. utensils
_____	2. Small kitchen equipment used in the hand.	b. tools
_____	3. Containers used for various purposes in the kitchen.	c. equipment

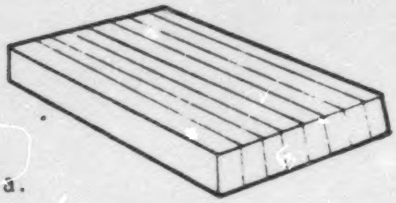
II. Match the tasks in Column I with the utensils/tools in Column II. Write the letter and the name of the correct tool/utensil in the space to the left.

Column I

____________ 1. Used to serve food and to control portions.
____________ 2. Used to pick up and serve foods without using hands.
____________ 3. Used to serve sauces, dressings, and other liquids.
____________ 4. Used to slip under and turn foods while cooking.
____________ 5. Used for cooking small amounts of food on top of range.
____________ 6. Used to roll pastry and dough.
____________ 7. Used to spread (icings).
____________ 8. Used for peeling vegetables.
____________ 9. Used for straining foods that are too fine for a colander.
____________ 10. Used for peeling, scraping and shredding foods.
____________ 11. Used to protect counter top when cutting.
____________ 12. Used to trim pastry, cut dried fruit, etc.
____________ 13. Used for baking cookies.
____________ 14. Used for frying foods in small amounts of fat.
____________ 15. Used to spoon liquids over foods.
____________ 16. Used to scrap out bowls.
____________ 17. Used to rinse and drain foods.
____________ 18. Used to cut dough into various shapes.
____________ 19. Used to cut shortening into flour.
____________ 20. Used to slice soft foods, such as egg.
____________ 21. Used to fill containers without spilling food.
____________ 22. Used to strain gravies.
____________ 23. Used to mark pies for easy slicing.
____________ 24. Used to bake muffins.
____________ 25. Used for blending and whipping by hand.
____________ 26. Used to lift foods out of liquid.
____________ 27. Used for combining ingredients in preparation.

POST-TEST (Continued)

Column II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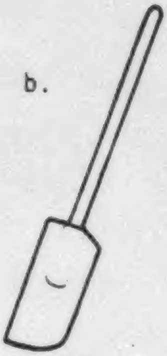
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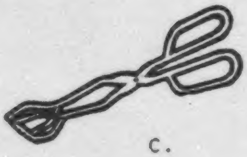
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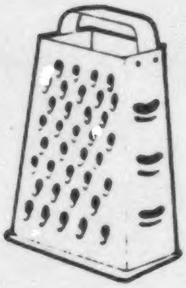
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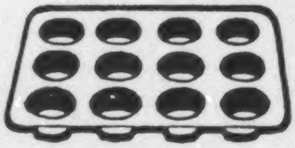
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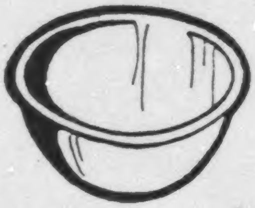
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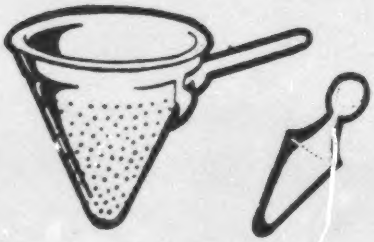
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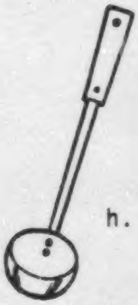
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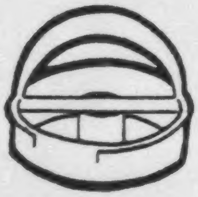
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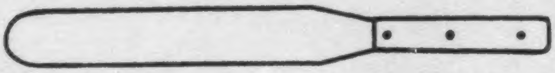
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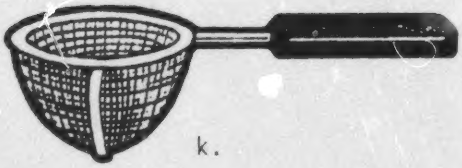
POST-TEST (Continued)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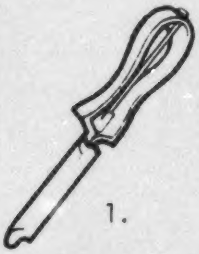
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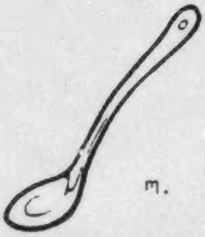
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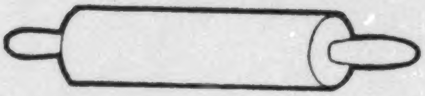
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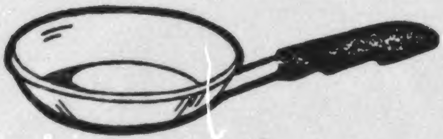
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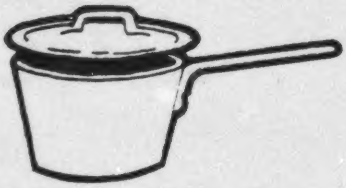
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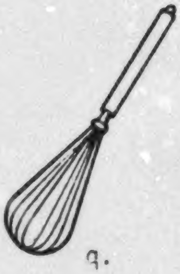
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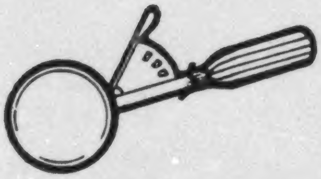
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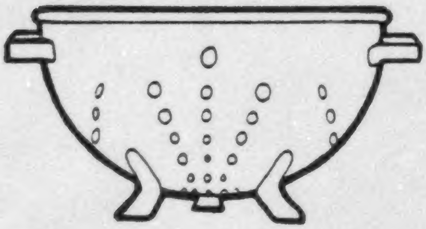
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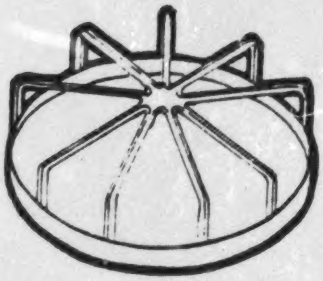
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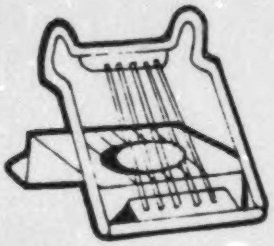
POST-TEST (Continued)



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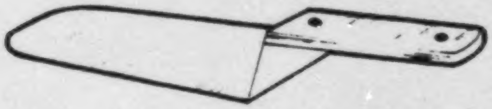

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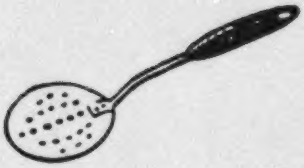

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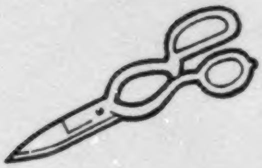

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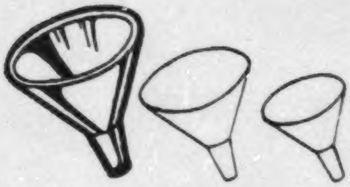

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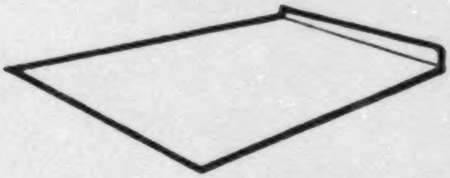

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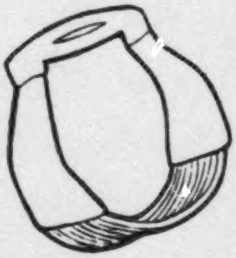

zz.

FINAL CHECKOUT PERFORMANCE EVALUATION

Utensils/Tools

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. State the definition of:			
a. equipment			
b. utensils			
c. tools			
2. Identify utensils.			
3. Identify tools.			
4. State the use of different utensils.			
5. State the use of different tools.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) tools, (2) utensils

II. A. (a) pastry brush, (b) tongs, (c) vegetable brush, (d) scoop or dipper, (e) tube pan, (f) offset spatula, (g) metal spatula, (h) saucepan, (i) roasting pan, (j) stock pot, (k) pastry tube, (l) rolling pin, (m) ladle

B. (1) d, (2) b, (3) k, (4) m, (5) f, (6) j, (7) g, (8) h, (9) l, (10) i. (11) a, (12) e, (13) c

WORKSHEETS #1 and #2

Answers will vary, check individually

POST-TEST

I. (1) c, (2) b, (3) a

II. (1) scoop or dipper - r, (2) tongs - c, (3) ladle - h, (4) offset spatula - v, (5) saucepan - p, (6) rolling pin - n, (7) metal spatula - j, (8) vegetable peeler - l, (9) strainer - k, (10) grater - d, (11) cutting board - a, (12) utility scissors - x, (13) cookie sheet - z, (14) fry pan - o, (15) solid spoon - m, (16) rubber spatula - b, (17) colander - x, (18) biscuit or cookie cutter - i, (19) pastry blender - zz, (20) egg slicer - u, (21) funnels - y, (22) china cap - g, (23) pie marker - t, (24) muffin tin - e, (25) wire whisk or ship - q, (26) perforated spoon - w, (27) mixing bowl - f